

**Race to the Top – District
Grant Review**

Race to the Top – District Peer Review Panelists

Nelson	Alba	Aaron	Dale
Frances	Basich Whitney	John	Danielson
Hellen	Bedgood	Karen	Dash
Pamela	Bell-Smith	Bridgette	Davis
Gwendolyn	Benson	Marcia	Derrick
Judith	Berg	Karen	Donahue
Louann	Bierlein Palmer	Brian	Dorman
Lisa	Blank	Jim	Dueck
Carol	Bourque	Shelia	Dupree
Marlinda	Boxley	Melissa	Earls
Petra	Brittner	Kurt	Eisele
Karen	Burns Copley	Debbie	Enos
Jacque	Canady	Edward	Esty
Cori	CantyWoessner	Susan	Everhart
Willie	Carrington	Fentrice	Fantroy-Ford
Linda	Carstens	Maxine	
Charles	Cassidy	Gena	Feury
Jason	Cervone	David	Frankel
Alicia	Chambers	Catherine	Fromme
Tina	Cheuk	Jill	Gaitens
Marsha	Cleland	Cindy	Galloway
Richard	Cobb	Charlenta	Govan
Inger	Cobb	Ranjini	Govender
Matt	Coleman	Sylvia	Green
Deann	Collins	Lois	Haid
Julie	Collins	Ruth	Hall
Suzanne	Conquest	Susan	Hanson
Susan	Copley	Basil	Harris
Katherine	Cordes	Latanza	Harrison
Claudia	Coughran	Bette	Hartnett
Constance	Cuttino	JA	Hartwell

Louisa	Havlik	Suzanne	Ochse
Tom	Hisiro	Judith	Olson
Charles	Hokanson	Barbara	O'Neal
Cheryl	Holder	Kristin	O'Neil
Marguerite	Holliday	Mark	Paige
Christine	Ivie	Lori	Patton
Arnold	Jaeger	Ellen	Pechman
Richard	Jeffries	Sandra	Pelham
Chris	Jenkins	Rachel	Pereira
Natalie	Johnson-Leslie	Scott	Peters
Susan	Jordan	Tracy	Plouse
Andrea	Kelly	Desiree	Pointer-Mace
Charlease	Kelly-Jackson	Jo Anne	Polite
Angela	King-Corkern	Harold	Portner
Alf	Langland	Darlene	Prevatt
Sheryl	Lazarus	Sarah	Quilici
Angela	Lensch	Richard	Rhodes
Woong	Lim	Liber	Riccio
Ron	Lindsey	Jennifer	Rising
Michael	Maher	Warren	Roane
Margarita	Mancillas	Amy	Roble
Jane	Manner	David	Roof
Kathryn	Manning	Randy	Ross
Raquel	Marshall	Wendy	Russell
Tonnie	Martinez	James	Salzman
Mark Kevin	Matter	Jennie	Sanders
Lauren	McCauley	Tammie	Schrader
Elaine	McDonald	Lisa	Scruggs
Cheryl	McFadden	Roger	Sell
Margaret	McNeely	Benjamin	Shuldiner
Judith	Miller	Molli	Sipe
Laura	Moore	Sarah	Slavin
Linda	Morrell	Cheryl	Smith
Mia	Naseth-Phillips	Joanne	Smith
Jill	Nieman	Pam	Smith
Betty	Nyangoni	Ludovic A.	Sourdout

Jacqueline	Stanford	Gilbert	Valdez
Yolanda	Stanislaus	Bridgette	Wagoner
Jewell	Stanley	Peter	Wardrip
David	Stoakes	David	Weischadle
Melany	Stowe	Richard	West
Linda	Stubits	Carole	White
Marie	Stump	Jerry	Whitworth
Nancy	Suarez	Janis	Wiley
Bricca	Sweet	Joseph	Wilson
Kari	Theirer	Sandra	Winn Tutwiler
Susan	Underwood	Diane	Wolfe

The following Peer Reviewers attended training but did not review District applications.

Latricea	Adams	Marrietta	Castle
Komi	Agoda-Koussema	Mohammed	Choudhury
Jena	Akard	Margaret	Christen
Leslie	Anido	Karl	Clauset
Laureen	Avery	Tamira	Cole
Daphne	Babrow	Laura	Creach
Adrienne	Bailey	Joseph	Cronin
Cheryl	Baker	Dianne	Daniels
Raj	Balu	Deborah	Davis
Stacie	Banks	Ceri	Dean
Brittany	Beal	Patrick	Delmore
Aaron	Beaulieu	Linda	Donaldson Guidi
David	Benders	Barbara	Downing
Melissa	Boehler	Karen	Drezner
Monica	Boomgard	Abderrahman	Elkhader
Martha	Boxley	Brandy	Ethridge
Deborah	Britt	Jewel	Faison
James	Brooks	Latanya	Fanion
Jane	Brower	Debra	Franciosi
Monica	Brown	Hannah	Gbenro
Heather	Bruce	Rita	Ghazal
Kimberly	Buenger	Patricia	Gorski

Sonja	Grove	Gail	Mazyck
Mary	Hallums	Helen	McCracken
Aretha	Hargrove-	Todd	McKee
	Edwards	Edna	McKenzie
Lisa	Harvin	Tom	McMullen
Mary	Haskins	Theresa	McSweeney
Lynn	Hines	Efrain	Mercado Jr
Kristin	Hoffman	Doug	Mesecar
Barbara	Jackson	Rolf	Metral
Taharee	Jackson	Jennifer	Middendorf
Marian	Jackson-Scott	Anne	Miller
Janea	Johnson	Carla	Monroe
Donna	Kearns	Andres	Montez
Susan	Kilby	Anthony	Morgan
Sandra	Kitain	Alisha	Morgan
Kimberley	Knettles	Colleen	Murray
Carla	Kolodey	Carol	Myers
Helena	Kosoff	Vicki	Nelson
Dennis	Kramer	Vanessa	Nelson-Reed
Sarah	Krummel	Nilda-Esther	Ocasio
Lee Ann	Kwiatkowski	Eric	Parker
Maya	Lars	Susan	Patterson
Marta	Larson	Patricia	Patterson
Terrilyn	Lebel	Lynde	Paule
Rebecca	Lebowitz	Julie	Pederson
Montessa	Lee	Morgan	Pellettera
Ji-Eun	Lee	Michelle	Perrigin
Wilma	Lewis	Katheryn	Perry
Marianne	Lombardo	Laurence	Peters
Bridget	Mahoney	Philip	Piety
Sarah	Margeson	Natalie	Reid
Catherine	Martin-Dunlop	Giselle	Rodriguez
Jose	Martinez-	Merlinda	Rodriguez
	Saldana	Linda	Rogers
Nancy	Masztal	Karen	Roseboro
Brian	May	Kjellaug	Rowe

Bianca	Sanchez	Vernestine	Strickland
Jodie	Scales	Jim	Sweeney*
Tiphany	Scroggins	Virginia	Tardaewether
Carrie	Semmelroth	Dawna	Taylor-Thornton
Rohit	Setty	William	Teasley
Chastity	Shipp	Evelyn	Toliver
Lucas	Shivers	Christine	Veto
Aleksandr	Shneyderman	Anna	Walker
Sara	Shumway	Nancy	Walters
Shandra	Smith	Diantha	Watts
Stacia	Smith	Angela	Webster-Smith
Christopher	Sny	Katherine	Welch
Becky	Spadaccini	Bruce	Wellman
Linda	Stagles	Geneva	Woodard
Donna	Stancell	Anthony	Wright
Dale	Strayhorn		

**Peer Reviewer has not submitted biography as of December 4, 2013.*

Last Name: Alba

First Name: Nelson

Nelson Alba has served as a peer reviewer a number of times. His Department of Outreach at Miami-Dade Community College, which he manages, provides the training and certifications for The Substance Abuse Professional (SAP,) a specific designation, established and required by the federal Department of Transportation (DOT). His Department also provides advanced training and education programs for professionals working in the areas of child welfare, co-occurring disorders, forensic evaluation, homelessness, and AIDS/HIV prevention and treatment. As Director of Outreach, he has concentrated efforts to assisting the migrant community of South Florida through the Benito Juarez Community Center. The migrant workers community is 35,000 strong and consists of Spanish speaking Americans and Haitian Americans. Due to the closeness of the migrant workers areas to the Miccosukee Native Americans, they have added the Miccosukee to their umbrella of assistance. The assistance is wide in the areas of education, health and welfare, housing, substance abuse and employment.

Last Name: Basich Whitney

First Name: Frances

Frances Basich Whitney was awarded B.A. and M.A. degrees from Santa Clara University, where she also completed single-subject mathematics and Administrative Services credentials. She taught high school and middle school mathematics from 1986-1998 at San Lorenzo Valley High School in Felton, CA, including two years at the International School of Stavanger, Norway. Ms. Basich Whitney joined California State University, Monterey Bay in 1999-2001 as a field supervisor for intern and pre-service elementary and middle school teachers. From 2001-2009 Ms. Basich Whitney served as project director for K-12 mathematics at the Santa Cruz County Office of Education, providing staff development, as well as curricular support to districts throughout the state. She is currently the Research, Accountability and Assessment coordinator with the Pajaro Valley Unified School District. She was a primary developer of Scholastic's Numeracy Project, an intervention program aligned to the California High School Exit Examination (CAHSEE). Ms. Basich Whitney was recently selected to serve on California's State Network of Educators for the Smarter Balanced Assessment Consortium's Digital Library.

Last Name: Bedgood

First Name: Hellen

Hellen Bedgood is a grant coordinator for a local educational agency. She is an educator and entrepreneur with over twenty-five years of experience serving as a teacher, campus administrator, mentor, tutor, state level program director, assistant director of federal programs and curriculum, and maintaining business adventures. Ms. Bedgood received her Master's and Bachelor's degrees in Education from Texas A&M University. At the state level, she held the position of director for state and federal funding sources such as Optional Extended Year, Title IV Safe and Drug-Free Schools, and coordinated many other grants and initiatives promoting education for all children and professional development for staff such as No Child Left Behind Title I, Title II, Title IX, Texas Ready to Read, Reading Academies, READ for Texas as well as Texas Reading First. Her extensive experiences working with state and federal programs provides her the avenue of facilitating training for students, parents, church and community leaders, and school personnel that promotes positive parent involvement to help ensure student success. Ms. Bedgood also volunteers with the non-profit, Supporting Parents and Students Services, Inc. that provide services to families to empower those active in supporting student educational success.

Last Name: Bell-Smith

First Name: Pamela

Pamela Bell-Smith, Ed.D presently serves as an Assistant Principal for Prince George's County Public Schools. Throughout her career in public education, Dr. Bell-Smith has had the privilege of serving as a Title I Supervisor, high school administrator, curriculum coordinator, school improvement consultant, classroom teacher, professional development trainer, and central office administrator in Washington, D.C., Georgia, and Maryland. She has also served as an adjunct Professor for Cambridge College teaching courses in curriculum, assessment, and instruction. Dr. Bell-Smith works with school districts on school improvement planning, data analysis, and providing professional development. An expert in P-20 education, Dr. Bell-Smith has deep expertise in school reform efforts aimed at improving learning and teaching. Her focus has been to improve student performance by providing educators with the knowledge, skills, tools, resources, and supports that enable them to meet the personalized needs of all students.

Last Name: Benson

First Name: Gwendolyn

Dr. Gwen Benson serves as the Associate Dean for School, Community and International Partnerships in the College of Education at Georgia State University. She previously served as coordinator of the Low Incidence Disabilities Unit of the Division for Exceptional Students in the Georgia Department of Education; Director of Educator Preparation for the Georgia Professional Standards Commission; and Director of the Program for Exceptional Children with the Atlanta Public Schools. She was an Associate Professor at Southern University at Baton Rouge, La., Assistant Professor at Louisiana State University and has taught graduate courses at Clark-Atlanta University as an adjunct professor. Dr. Benson earned her Bachelor's degree at Alabama State University, her M.Ed. at Auburn University, and her Ph.D. at the University of Kansas. She currently serves as the principal investigator for the Network for Enhancing Teacher Quality (NET-Q), a collection of projects funded by a \$13.5 million Teacher Quality Partnership grant from the U.S. Department of Education designed to prepare teachers for the demands of teaching high-need subjects in high-need schools. She also works to sustain the COE's professional development school network, facilitates international outreach and partnerships and works closely with the Alonzo A. Crim Center for Urban Educational Excellence.

Last Name: Berg

First Name: Judith

Judith H. Berg, Ed.D, is currently an education consultant with a focus on facilitation organizational improvement, leadership development, school improvement and qualitative research. At The Wallace Foundation Judith was a Senior Education Program Officer. She served as Associate Dean of Graduate Studies and Associate Professor of Education Leadership at Rhode Island College, Providence, RI. Previously she was at the University of Northern Colorado where she served as co-chair and taught doctoral and masters level students in education leadership. Judith also has worked with undergraduates in teacher education at Florida Atlantic University. Her career spans urban, suburban and rural school districts, high school and university teaching and administration, facilitating organizational change, leadership coaching, leadership preparation, program development and implementation evaluation. Judith has held leadership positions at the district and school level in the state of Ohio, including a middle school principalship. She worked with major Foundations around middle level change and with the Massachusetts's Governor's Office of Educational Affairs facilitating collaborative efforts among youth and family serving agencies in urban communities. Early in her career she was a high school English teacher in New York City. Judith's research and publications have been focused on district- and school-level leadership issues including the political work of the superintendent of schools, principal preparation and partnership development.

Last Name: Bierlein Palmer

First Name: Louann

Louann Bierlein Palmer is a professor in the Department of Educational Leadership, Research and Technology at Western Michigan University. Formerly, Dr. Bierlein Palmer served as the Education Policy Advisor to Louisiana Governor Mike Foster; the Assistant Director of the Morrison Institute for Public Policy at Arizona State University; a legislative research analyst with the Arizona Senate; and a national educational reform consultant. She began her career as a middle school science teacher. Dr. Bierlein Palmer has spent over two decades working with national and state policy leaders and educators on a number of education reform initiatives, including programs for at-risk children, school restructuring efforts, classroom technology, school accountability systems, and creating more options for teachers and students through charter schools. She holds a doctorate in education administration from Northern Arizona University.

Last Name: Blank

First Name: Lisa

Lisa Blank currently serves as Technology Director and STEM Coach for Lyme Central School District in Chaumont, New York. She holds a M.Ed. Educational Administration degree from Grand Canyon University, MAT Math & Science Education degree from the University of Wisconsin-River Falls, and a B.S. in Chemistry with a minor in Biology from Winona State University, Winona, Minnesota. She has taught middle and high school math, science, and technology courses in public schools in Minnesota, New Hampshire, and New York. Mrs. Blank has been frequently recognized for her efforts to create and support opportunities for student achievement and success. She has served as a regional curriculum reviewer, a freelance writer of mathematics and science educational materials for a national publisher, and has piloted new technologies to support and improve math and science education. She has presented at local, state, and national conferences in the areas of mathematics, science, and technology. Mrs. Blank has been awarded a variety of grants, including a federal grant to provide authentic learning experiences to military impacted students at the upper elementary and middle school levels in STEM areas with the goal of increasing student motivation and achievement.

Last Name: Bourque

First Name: Carol

Carol Clarke Bourque is a veteran teacher for Charleston County School District in Charleston, SC and has been certified as a National Board Certified Teacher since 1993. She began her career as a school guidance counselor in 1989 and began work as a special educator in 1997. Bourque holds an M.Ed in Clinical Counseling from The Citadel and a MAT from the College of Charleston. She is currently seeking Ed.D candidacy. Bourque currently serves as an inclusion educator where she is in a unique position to focus on core mathematics instruction and numeracy. Her experience has allowed her to analyze, evaluate and implement a wide variety of instructional strategies while providing accommodations and individualized instruction for special needs students. As a member of a school wide initiative in Numeracy, Bourque has worked with at-risk students to address the educational gap in the area of math to improve graduation rates. Bourque has served as a National Boards for Certified Teachers Assessor, NBCT facilitator and candidate coach, and as an educational grant reader for British Petroleum. She works with Ms. Lucy Beckham who was named the National Principal of the Year in 2010 at Wando High School in Mt. Pleasant, South Carolina.

Last Name: Boxley

First Name: Marlinda

Marlinda Boxley is an educator with twenty years of experience in the field. Her contribution and service to the field of education has enabled her to achieve several noteworthy accomplishments. Her career spans both K-12 and higher education. Her areas of expertise include: faculty development, instructional technology, online learning, STEM career advising, gifted education programming, special education programming, curriculum and instruction, out of school time programming, strategic planning, program evaluation, data-driven decision making, grant writing and report preparation. In the K-12 sector, Ms. Boxley served as a: Teacher, Advocate, Compliance Specialist, Consultant, Special Education Administrator, Special Education Liaison, and Assistant Principal. In the higher education sector, she has served as a: Adjunct Professor, Instructional Designer and Self Study Coordinator. Ms. Boxley has taught undergraduate and graduate courses in the fields of education, business and law. She has taught the following courses: Business Law, Paralegal Studies, Training and Development, Principles of Supervision, Developmental Reading, Special Education Law and Legal and Ethical Issues in Education. From The American University, Ms. Boxley earned a Bachelor of Science Degree in Business Administration and a Juris Doctor Degree. From The George Washington University, she has earned a Master of Arts Degree in Education and Human Development, an Educational Specialist Degree in Educational Administration and an Educational Specialist Degree in Higher Education Administration. Ms. Boxley has contributed to the field of education through various scholarly pursuits. She has presented at local, regional and national conferences. She has served as peer reviewer for state, local and federal grant programs.

Last Name: Brittner

First Name: Petra

2013:

Petra Brittner is a K-12 educator exceeding twenty years in the field. Petra has served students as a special education teacher, counselor, educational diagnostician and administrator. In addition to her service at the local education agency, she successfully directed the Response to Intervention (RtI) program statewide for Texas. Petra holds a master's degree in education from the University of Mary Hardin-Baylor in Belton.

Last Name: Burns Copley

First Name: Karen

Karen Burns Copley retired from the Nogales Unified School District in 2007 following a 35 year career in education. She began her work as an Elementary/Middle School Librarian in Iowa before moving to Arizona in 1986. While working in Arizona she worked as a High School Library Media Specialist, Associate High School Principal, High School Principal, and Director of Student Services for her district located on the Arizona/Mexico border. While working, Ms. Burns Copley developed and implemented Title I programs at the K-12 level, co-wrote grants for the district for Title III, Smaller Schools, Safe and Drug Free Schools and Reading First. Prior to her retirement she was responsible for administering all state and federal programs in her district, including Title I, Title IIA, Title IV, Title VII, Special Education, Gifted Education, and School Improvement. Because of her district's location in Arizona and its diverse population, she has much experience in development and implementation of programs for English language learners. Ms. Burns Copley has served as a member of the Arizona Department of Education Committee of Practitioners since 2000 and continues today as an emeritus member of the group. Since her retirement, Ms. Copley has consulted in the area of Title I and School Improvement for several school districts in southern Arizona. She also works with the Arizona Department of Education as a leader/member of School Solutions Teams who go out to evaluate and assist schools identified as needing improvement by the state's achievement criteria. Ms. Burns Copley holds degrees from the University of Northern Iowa (BA Library Science) and the University of Northern Arizona (MA

Educational Leadership)). She also completed coursework at the University of Arizona towards an Ed.D in Educational Leadership.

Last Name: Canady

First Name: Jacque

Jacque Canady is an educational doctoral candidate at The University of Oklahoma. Her dissertation study involves program evaluation and professional development. She is the Executive Director of a public school Interlocal in rural northeastern Oklahoma. She has been a public school educator for nearly 25 years. She holds superintendent, principal and teaching licenses. In her current position she serves as a supervisor of various facets of special education services, PAT parent educators, curriculum leaders, and federal program directors. Ms. Canady's primary interests lie in areas of working with teachers on curriculum and data-driven decision making skills. She also serves as the federal project director of a Carol M. White PEP grant and a Title VII Native American demonstration grant. Ms. Canady is past-president of the Oklahoma Association of Bilingual Education, and is a member of the Cherokee Tribe. She advocates for rural schools and helping these schools be administrative efficient.

Last Name: Canty Woessner

First Name: Cori

Cori Canty Woessner's professional experiences have put her in position to contribute to improving educational systems. Ms. Canty Woessner's involvement in the early years of Teach For America solidified her optimism for education, resulting in a focus on continuous improvement. In Denver Public Schools, she actively participated on district reform committees, and was hired to support the creation of the Postsecondary Pathways office in 2007. As Director of Counseling Services, she wrote, received and managed five grants totaling over \$10 million to support individualized career and academic plans and postsecondary readiness in high-needs schools. Ms. Canty Woessner is excited to find herself at the state level, working with a wide variety of district leaders. She has worked closely not only with urban and suburban district leaders, but also rural districts that struggle with fewer resources. She has developed a position statement for Colorado supporting Alternative Education Campuses that serve at-risk youth, and is working to put supports in place for our schools that serve high-needs students. In addition to reviewing and giving feedback on school and district improvement plans, she is developing data exchange protocols and reviews to support secondary students who transfer between districts. The emphasis on systems analysis, cultural proficiency and leadership development in developing highly effective educators has greatly increased her ability to support districts and schools at the state level.

Last Name: Carrington

First Name: Willie

Willie Carrington has had the pleasure to serve on several review teams at the state and federal level. Mr. Carrington has the required educational background and professional experiences to serve as an effective member of the team. As a middle/high school principal with over 30 years of real world experiences combined with his background in educational research and evaluation Carrington feels that he is well-suited to provide the support needed for this review..

Last Name: Carstens

First Name: Linda

Linda Castoria Carstens was most recently the Director of Professional Learning at the School Redesign Network LEADS Center at the School of Education, Stanford University until her retirement in 2011. She has over 30 years of district-level administrator experience in California, in San Diego City Schools,

and Los Angeles Unified, primarily in the areas of standards, assessment, curriculum and instruction as part of systemic reform, and in services for English Language Learners. She also served as a Visiting Educator in the Accountability Branch of the California Department of Education. As a senior researcher at WestEd (a federal education research lab), she worked with several California districts in the area of systemic reform and second language, and for two years, co-provided the state's Title III technical assistance obligation to districts. She earned a Ph.D. in multicultural education from Claremont Graduate University in 1993. She has served as a peer reviewer for the USED for No Child Left Behind state waivers and Race to the Top district competitions. Linda resides in Albuquerque, New Mexico. She is a member of two national advisory boards related to education for second language students.

Last Name: Cassidy

First Name: Charles

Charles Cassidy operates National Education Consultants in Albany, New York. This firm specializes in assisting school districts in writing grant proposals, evaluating magnet schools and designing magnet programs. He has served as a Peer Reviewer for RTT I, II and RTT District I. He has worked with WestEd to review schools in the U. S. Department of Education's Magnet Schools Assistance Program. Mr. Cassidy served as the Executive Director of the ACE Mentor Program of Connecticut and worked with the architectural firm of Fletcher-Thompson, Inc., where he co-authored a book on magnet and specialized schools. He served as Secretary to Magnet Schools of America in Washington, DC, the only national organization devoted to the development and expansion of magnet schools. Joining the Connecticut State Education Department in 1993, he worked for 10 years as the program manager for the Inter-district Magnet School Program and the Connecticut Inter-district Cooperative Program. Prior to his arrival in Connecticut, Mr. Cassidy was employed by the New York State Education Department. He administered state grants and provided technical assistance to over 200 magnet schools located in New York City and 18 urban school districts. Mr. Cassidy served as a public and private school teacher and administrator for three New York districts for 14 years. A graduate of Marist College in Poughkeepsie, New York, he holds an MS in education and an advanced degree in education from SUNY New Paltz. At SUNY Albany, he completed doctoral program coursework in educational administration.

Last Name: Cervone

First Name: Jason

Jason Cervone serves as a Program Specialist for UCLA Center X, providing support in developing new projects and opportunities as well as providing evaluation support for K-12 and higher education institutions. Mr. Cervone is currently working towards his Ph.D. in Education Leadership and Policy Studies at UMass Dartmouth. He holds a M.Ed. in Learning and Instruction with a specialization in English Language Learners from Northeastern University. He also holds a Certificate in Evaluation Practice from the Evaluators' Institute at The George Washington University and a B.S. from Lock Haven University of Pennsylvania.

Last Name: Chambers

First Name: Alicia

Alicia J. Chambers began her education career as a corps member for Teach For America. Having earned her BA in Chemistry from Howard University, in Washington, DC, accepted a position as the chemistry teacher for Ruleville Central High School, in Ruleville, MS. Alicia remained in the Mississippi Delta for another two years past her commitment as a recruiter and program director for Teach For America, where she managed teacher professional development, until she left the region to pursue an M.Ed. at the University of Missouri, St. Louis. Recognizing that education was a broad field, Alicia served in various capacities at the university level and, more recently, as a Senior Education Associate in the American

Chemical Society's Undergraduate Programs Office. However, seeing few underrepresented minorities in science, Alicia once again turned her focus to an even younger audience: middle school students. She switched careers and returned to the classroom as a science teacher where she uses a variety of instructional practices to close the achievement gap and serves as a staff mentor to incoming teachers. Alicia is currently pursuing a degree in science education at The George Washington University, in Washington, DC.

Last Name: Cheuk

First Name: Tina

Tina Cheuk is an Academic Research and Program Officer for Understanding Language, a national initiative based out of Stanford University to heighten awareness of the language and literacy issues embedded within the Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS). She is currently researching classroom and school design efforts that support the development of both academic language practices and disciplinary learning as defined by CCSS and NGSS in grades 6-12. She earned a Bachelor's of Science in Chemistry and Biochemistry from the University of Chicago and a Master's in Education from Stanford University. She is a Teach for America alumna with experience as a teacher and school leader through the Knowledge Is Power Program (KIPP) schools. She is also a returned Peace Corps science education volunteer in Ghana, West Africa. Her most recent role was directing the mathematics and science research, development, and design efforts at Strategic Education Research Partnership in San Francisco Unified School District, CA.

Last Name: Cleland

First Name: Marsha

Marsha A. Cleland, Ed.S., has over 20 years of experience in education. Currently studying at Central Michigan University for her Ph.D. in Educational Leadership, Mrs. Cleland is working as the Administrator of Curriculum and Instructional Strategies for Cheboygan Area Schools in Michigan. She has also worked with Michigan State University's Office of K-12 Outreach as a District Improvement Facilitator and Intervention Specialist working with schools in Michigan who have been labeled as priority or focus schools. Mrs. Cleland is a certified School Improvement Consultant and School Wide Facilitator working with schools on Title I and Consolidated Application processes. Her expertise lies in areas of curriculum, instructional best practices, financial budgeting, and federal and state programming. Before moving to Michigan and serving as an ELA, Math, and Data coach for Detroit Public Schools, she spent 11 years in Georgia in the public school system. Marsha has also previously participated in peer review for Race to the Top District grants in 2012.

Last Name: Cobb

First Name: Inger

Ms. Cobb has almost ten years of experience in educational programs including elementary education, tertiary education, and instructional design. She taught fifth grade, second grade, and pre-service teachers at various points during her teaching career. Her instructional design experience includes development of instructor-led instruction, web-based instruction, and technology integration in curriculum. Ms. Cobb also has experience in working with social media and developing multimedia content, including video editing, podcasting, and web design. She earned a B.A. in Psychology and a M.Ed. in Instructional Psychology and Technology from the University of Oklahoma and possesses state teaching certifications in early childhood education and elementary education.

Last Name: Cobb

First Name: Richard

Richard Cobb has been an educator in Oklahoma for more than 20 years, working as a teacher, principal, central office administrator, and consultant. He currently works for a school district with more than 23,000 students as Director of Curriculum. He has a PhD in Educational Administration with an emphasis on school finance.

Last Name: Coleman

First Name: Matt

Dr. Matt Coleman is the Assistant Superintendent in the Springfield Public Schools in Springfield, Oregon. His responsibilities include direct oversight of instructional programs across all 12 elementary schools, four middle schools, two comprehensive high schools and an alternative high school. Over the past four years, Mr. Coleman has supported several strategic initiatives resulting in reducing the dropout rate by 50%, reducing the number of identified SPED students in third grade by 31%, and reducing the achievement gap between historically underserved subgroups and the district as a whole by 75%. His primary areas of interest include school leadership, system-thinking, organizational theory, educational measurement, and secondary school reform. Prior to moving to Springfield, Mr. Coleman was a high school principal, a middle school principal, and a high school assistant principal in the Beaverton School District in Beaverton, Oregon. As a classroom teacher, he taught integrated science, physical science, physics and chemistry at both the middle and high school levels. Mr. Coleman began his teaching career at Frick Junior High School in the Oakland Unified School District and was a 1993 Corps Member of Teach For America. Mr. Coleman received his doctorate in education at the University of Oregon in 2008 with an emphasis on learning assessment systems and performance. He is an adjunct faculty member at the University of Oregon in the College of Education's Administrative Licensure and Doctoral Programs. His current teaching responsibilities include courses specific to data-based decision making, school improvement, leading for change, and organizational theory.

Last Name: Collins

First Name: Deann

Deann Collins has worked in the education field for 18 years. Mrs. Collins currently serves as the director of the Division of Title I Programs (DTP) for Montgomery County Public Schools (MCPS) in Maryland. As the director, she manages, coordinates, and monitors the distribution of Federal Title I funds for the district. She also supports identified Title I schools with the development, implementation, and monitoring of their comprehensive School Improvement Plan. Prior to being the director of DTP, Mrs. Collins served as an elementary school principal at a Title 1 school. It was recognized as a high-functioning Professional Learning Community and was also featured on the MCPS TV series "Cover to Cover" highlighting best practices in teaching and learning. Most recently, Mrs. Collins was a reviewer for the 2012 United States Department of Education's District Race to the Top Grant applications. She has also served as: an assistant principal; a vertical specialist working with Pre-K to 12 schools to provide support with identifying, implementing, and monitoring school improvement goals; a staff development teacher; a math support teacher, and a classroom teacher. Additionally, since 2007, she has been an adjunct professor at McDaniel College in Westminster, Maryland, as part of their Administration and Supervision Curriculum and Instruction Program.

Last Name: Collins

First Name: Julie

Julie Collins is an Associate Professor of Reading Education, and program coordinator, at the University of Central Oklahoma, in Edmond, OK. She holds a Ph.D. in Instructional Leadership and Academic Curriculum with an emphasis in reading education from the University of Oklahoma, Norman, OK. She

also earned her Bachelors of Science in Elementary Education and Masters of Education in Reading Education from the University of Oklahoma. Previously, she taught public school in Oklahoma City and Norman, Oklahoma, teaching Kindergarten through 2nd grade, and served as a Title I reading Specialist. She has also worked at the Oklahoma State Department of Education in the Federal Programs and Curriculum departments, and served as the Elementary Language Arts Specialist in Putnam City Schools in Oklahoma City, OK.

Last Name: Conquest

First Name: Suzanne

Suzanne Conquest is a school administrator with over fifteen years of experience in all grade levels from Pre-Kindergarten through twelfth grade. Currently, she is principal of Florence Elementary in Mississippi, which achieved and has maintained its highest level of achievement on standardized tests in its history during her tenure. Prior to working as a school administrator, Suzanne worked in the curriculum and instruction office of a suburban school district and an inner city school district. During this time she worked with all content areas, International Baccalaureate programs, gifted and talented, special education, and assessment. Currently, she serves on her district's Common Core leadership team, Teacher Evaluation leadership team, and performance based pay committee.

Last Name: Copley

First Name: Susan

Susan H. Copley, Ph.D., holds a B.A. from Bates College, Master's degrees from Mount Holyoke College and the University of New Hampshire, and earned her doctorate from the University of Connecticut. A native of Princeton, NJ, Dr. Copley has worked with children and young people since she was eleven. Her professional career includes working with troubled youth in residential settings; teaching/leading in rural, suburban and urban public schools; serving seven years as a full-time consultant at the New Hampshire Department of Education; and teaching courses in both small colleges and large state universities. After nineteen years as a school principal, Dr. Copley now serves as the Executive Director of New Hampshire ASCD (NHASCD) and is an adjunct lecturer at New England College while also supervising graduate student teachers for Franklin Pierce University. A recipient of the Harris Center Educator of the Year Award and a prestigious NH Excellence in Education Leadership Award, Susan Copley also serves on the Editorial Board of The New Hampshire Journal of Education and volunteers on numerous non-profit boards that benefit children, teenagers, and families.

Last Name: Cordes

First Name: Katherine

Katherine Cordes currently teaches 10th grade English and AP English Literature in Billings, MT at Senior High School. As an undergraduate at St. Olaf College in Northfield, MN, Ms. Cordes spent a year at Oxford University studying literature and history. In 1999 she graduated with a Bachelor of Arts from St. Olaf with majors in English, Psychology, and Medieval Studies. Before moving back to Montana, she lived for a year in a suburb of Minneapolis/St. Paul and worked for a psychology-based human resources consulting firm. In the fall of 2000, Ms. Cordes returned to Billings to pursue a teaching certificate and Master's Degree in Education (Curriculum and Instruction). Two years later, she began teaching at Billings Senior High. In the fall of 2010, she earned National Board Certification in English Language Arts. At present, her projects and professional interests relate to rigorous, relevant coursework; writing instruction; technology integration; the Common Core; and the importance of continual professional growth. Ms. Cordes is also very active in aligning her district's ELA curriculum with the Common Core and will work with the Montana Smarter Balanced State Network of Educators over the next year. While she fully intends to spend her career in the classroom, Ms. Cordes is especially dedicated to doing so as a

master teacher and teacher leader who remains actively involved in developing quality educational materials.

Last Name: Coughran

First Name: Claudia

Ms. Coughran has served children in public education for more than 25 years as an inner-city primary grades and high school teacher, K-12 literacy specialist, curriculum coordinator for rural districts, county director of curriculum, state-approved district intervention lead, national literacy consultant, national system accreditation lead, and system analysis specialist. Her background in working with English Language Learners and children living in poverty has transcended urban and rural settings giving her a unique experience in working with systems of all sizes. Currently she is attending the University of San Francisco where she is researching the leadership correlates and practices of successful, female, rural CA superintendents. She is scheduled to earn her Ed.D. in December 2015.

Last Name: Cuttino

First Name: Constance

Constance Cuttino, is an educational consultant and facilitator of programs designed to promote positive youth development. She networks with community-based, non-profit organizations by providing various professional and personal development offerings for middle school, and young adults, parents, and staff. Her work experiences include extensive collaborations with educators in North Carolina and surrounding areas for the integration of web-based learning tools into traditional learning environments specifically middle/high school students, program management and curriculum development and professional growth opportunities. Connie has worked with the NC Department of Public Instruction as a workshop presenter and is currently completing her Master's Degree in Nonprofit Management and Organizational Leadership with plans to receive her Doctorate's Degree shortly thereafter.

Last Name: Dale

First Name: Aaron

Aaron Dale, Ph.D., received his doctorate from University of Maryland Eastern Shore in the area of Organizational Leadership. He received his Master's degree in the area of administration and supervision from Salisbury University. His bachelor's degree was obtained from Frostburg State University in the areas of early childhood/elementary education. He is currently an adjunct professor at Salisbury University and Wilmington University. He currently teaches content that specializes in the areas of curriculum leadership, special education, and aligning assessments to classroom instruction in the Graduate School of Education for both universities. In addition, he is a Supervisor of Student Services where he oversees programs such as 504, homeless children, safe schools, and home & hospital program. He is a former elementary/middle principal where he applied his extensive training to be an effective instructional school administrator leading the school to high state assessment scores while majority of the student's population having a FARMS classification. He also has valued on-the-ground experience of being a classroom teacher leader gained while he was an elementary educator for 12 years. With these varied, practical experiences in education, he is currently serving on various committees to share his expertise in the areas of transitioning to the Common Core Curriculum, Teacher and Principal Evaluation, and School Safety Steering Committees.

Last Name: Danielson

First Name: John

John Danielson is an accomplished, nationally and internationally respected executive in the public and private education sector who believed early in his 25-year career that the private sector, along with the public sector, has an important role to play in the creation of improved education systems and technologies for all children. Along with former United States Secretary of Education Rod Paige, Mr. Danielson was a co-founder of the Chartwell Education Group LLC (2005-2009), an international education consulting firm headquartered in New York City with offices in Washington, D.C. and London. In June 2009, Chartwell's international consulting platform was restructured into the Chartwell Hamilton Group LLC with Mr. Danielson serving as Chairman and Managing Director. Mr. Danielson continues to provide thought-leadership, advice and counsel across the domestic and international education sector through board service and targeted consulting assignments. He was appointed Chief of Staff at the United States Department of Education by President George W. Bush (2001-2003), where he earned a reputation for his ability to adapt innovative business strategies and tactics to resolve the issues faced by the public education sector as well as playing a lead role in expanding the Department's international profile. He also worked as a key advisor to former United States Secretary of Education and current United States Senator Lamar Alexander (1990-1995). In 2010, Mr. Danielson served as a peer reviewer in both of the landmark Race to the Top competitions at the appointment of current United States Secretary of Education Arne Duncan.

Last Name: Dash

First Name: Karen

As President of Karen Dash Consulting, LLC, Karen Dash brings a proven track record of synthesizing complex information to create program evaluations, research designs, business models, and training programs tailored to a variety of audiences. She is the published author of numerous academic, consumer business, and industry white papers, and a two-time winner of the American Express Chairman's Award for Quality. While serving as the first Director of Institutional Research at the North Carolina School of Science and Mathematics, Ms. Dash evaluated over 40 academic and teacher professional development programs and initiatives. In her consulting capacity, she has evaluated college readiness programs at Duke University; developed organizational assessment tools for the University of North Carolina-Wilmington; and conducted feasibility studies for independent schools. She has evaluated RTT-D, Promise Neighborhoods, I3, AEMDD, MSEIP, and SLP grant proposals for the US Department of Education. Her previous consulting work in the non-profit sector identified factors leading to institutional success, including that of a homeless shelter run by Columbia University. While at American Express, Ms. Dash conducted numerous technology and process improvements and change management initiatives, resulting in \$14 million in savings. She has led numerous nonprofit strategic planning initiatives and has developed curriculum and trained over 700 nonprofit and corporate professionals worldwide. Ms. Dash holds an undergraduate degree from Harvard University in English and American Literature and Language and a Masters of Public Administration with a concentration in Advanced Analytical Techniques from Columbia University.

Last Name: Davis

First Name: Bridgette

Bridgette L. Davis, Ph.D. is currently an assistant professor Louisiana State University in the School of Education. She completed her Ph.D. in secondary education with an emphasis in science education and secondary literacy in 2010. Using her academic and professional background and experience in biology, chemistry, and content area literacy, Dr. Davis teaches, advises, mentors, and provides support for teacher candidates enrolled in undergraduate elementary and secondary teacher certification programs across all academic disciplines. She is responsible for preparing teacher candidates to effectively plan, develop, and deliver instructional content in grades K-12 with an emphasis on science education and literacy integration in content areas as well as effective classroom management. Before entering in the field of

higher education, Dr. Davis has served as a middle school science teacher, science curriculum writer, middle school science department chair, and as a new teacher assessor and mentor for the state of Louisiana. In addition, to preparing future teachers Dr. Davis is the project director and principal researcher for the Gulf Coast Academy for Science Literacy; where she uses her expertise in science and literacy to train middle school science teachers to effectively integrate STEM modules with research-supported literacy strategies. In areas of leadership, Dr. Davis has served as the chapter president of international honor society, Kappa Delta Pi at the University of Southern Mississippi and Southeastern Louisiana University where she used her position to promote and support literacy across all disciplines on the middle and high school levels through the Literacy Alive program. At Southeastern Louisiana University, she served as the coordinator for the New Teacher Development program where she remediated new teacher candidates and provided professional development for new teachers.

Last Name: Derrick

First Name: Marcia

Dr. M. Gail Sanders Derrick is the Interim Dean and Professor in the Doctor of Education program and program director for the adult education cognate area in the School of Education at Regent University. She received her Doctor of Education from The George Washington University in 2001 in Higher Education Administration. Her research in understanding persistence in learning has served as the foundation for numerous dissertations and research endeavors in self-directed and adult learning. She continues to explore the psychological facets of why adults engage in self-directed and autonomous learning. Her research studies include the role of self-efficacy, curiosity, and development of skills for 21st century learning. She has served as a consultant with many projects including working with schools and leaders facing a loss of accreditation, team and individual coaching for the facilitation of autonomous learning development, an outside reviewer for the Gainey School of Business at Spring Arbor University, leading teams for school division review of curriculum as well as working with schools divisions on strategic planning. Dr. Derrick traveled to Cuba to participate in the 2009, Búsquedas Investigativas: Investigación De La Práctica Educativa Cubana, (Academic Explorations: Researching Cuban Educational Practices) where she was a member of a panel discussion with Cuban education leaders on K-12 education, higher education, and policy issues. Additionally, in 2010, she participated as a Fulbright Specialist to Hungary where she worked with teachers of Roma youth seeking to complete a trade program.

Last Name: Donahue

First Name: Karen

Karen M. Donahue received her Master's in Secondary Education from Murray State University and Certificate in Advanced Studies from the State University of New York at Cortland. She currently serves as the Superintendent of Lyme Central School. Prior to this she was an Elementary Principal, a Middle School Assistant Principal and Director of Curriculum and Instruction at mid-size public schools in the central New York area. In addition Mrs. Donahue taught middle school science and family and consumer sciences and was a Program Leader for Cornell University's Cooperative Extension Service. Mrs. Donahue has led school communities to attain national recognition including being selected by the US Department of Education to receive the 2009 National Blue Ribbon School Award and being recognized three times by the US News and World Report as an outstanding High School Bronze Award winner in 2009, 2010, and 2012. In addition Mrs. Donahue has been involved in writing and acquiring many grants including the USDOE Even Start NY3 grant, a US Department of Defense Education grant, and a 21st Century Communities Partnership grant. Mrs. Donahue is a native of central New York and currently resides on Lake Ontario in Chaumont, NY.

Last Name: Dorman

First Name: Brian

Dr. Dorman earned his Doctorate of Education degree from Nova Southeastern University, his Master's Degree in Reading Education from Nova Southeastern University, and his Bachelors of Science Degree from the University of Central Florida. Dr. Dorman has been involved in education since 2000, having been a middle school Social Studies teacher and Instructional Literacy Coach, a position he still holds. He has extensive experience in instructional coaching, leadership development, as well as facilitating instructional changes to improve instruction and student learning. Additionally, he has been an adjunct professor in the Educator Preparation Institute at Seminole State College of Florida and an adjunct in the Education department at Nova Southeastern University. He was a founding member and inaugural president of the Florida Literacy Coaches Association (FLCA). In that role, he guided the establishment of the purpose, mission, and vision for the organization as well as beginning the FLCA's annual Coaches Symposium. He also collaborated with the Florida Reading Association to bring coaching specific sessions to their annual conference. Dr. Dorman lives in Longwood, Florida with his wife and two children.

Last Name: Dueck

First Name: Jim

Education qualifications were secured from University of Calgary (Bachelors and Masters Degrees) and from Brigham Young University (Doctor of Education) with a major in Educational Leadership. Experience: Teacher and school administration in Calgary from 1970-1985. District Superintendent in Abbotsford and Nanaimo, BC from 1985-1998. Assistant Deputy Minister of Education in Alberta from 1998-2010 responsible for accountability, student assessment, and system improvement. Education consultant from 2010 to present. Newspaper Columnist in Abbotsford Times on educational and governmental accountability. Visited by educational representatives from approximately 50 countries and states to learn more about educational accountability. Worked with stakeholders in developing Alberta's Accountability Pillar, which is a report card on outcomes rating the performance of every school, school district in the province as well as the provincial report card. Invited to address White House, Congressional and Governor's Council aides in Washington, DC. Keynote speaker for the US RTTT inaugural presentation in Boston. Panel member selecting the pilot assessment programs for RTTT. Panel member for reviewing district applications for RTTT-District. Keynote speaker for Basque Country's launch of student assessment. Speaker in England's House of Commons to Education senior bureaucrats on accountability. Consultant with Teachers' Media in developing 65 video tapes on various aspects of school improvement and accountability. Speaker to Pacific Rim countries on performance pay in the public sector as well as various presentations around Canada.

Last Name: Dupree

First Name: Shelia

Shelia Sanders Dupree is a Mississippi native currently residing in Clarksdale, Mississippi. Ms. Dupree worked for 30 plus years in public education. Since her 2004 retirement, Dupree has worked as an independent educational consultant and recently founded Dupree Education Associates, LLC. She currently serves as a contract worker providing services that include targeted technical assistance, compliance monitoring reviews, and complaint audit investigations. Additionally, Dupree provides professional development, research assistance, technical writing, policy development guidance, mentors and trains paraprofessionals, teachers, and administrators regarding disabilities and federal programs. Dupree earned a Bachelor's degree in Special Education from Jackson State University, a Master of Science, and an Education Specialists degree from the University of Mississippi. Dupree has taught at grade levels K-12. Dupree has been a principal, coach, special programs coordinator, special education director, and federal programs director. Dupree has served as a peer reviewer for state and federal grants

including the Capitol Compassion Fund and Phase 1 of Race to the Top – District. She has also served as an expert witness in cases regarding educational equity and the compliant provision of services to children with disabilities. Dupree received many awards and honors during her career. Among her most treasured honors are being named Administrator of the Year in the Columbus Municipal School District and receiving the MS State Leadership Award from NAFEP.

Last Name: Earls

First Name: Melissa

Melissa Earls is currently the Principal of an urban public charter school, serving a diverse population in Springfield, Massachusetts. Most of the students live in poverty (~90% free/reduced lunch rate). As a school, they are experiencing a significant, positive turnaround. Since Ms. Earls's tenure began, they have been removed from the Massachusetts Department of Elementary and Secondary Education academic probation list. The most recent state assessment results include Higher than Expected growth designations, specifically in the area of mathematics. The Spring 2012 MCAS student performance data indicate that the students in our culminating grade level (grade 5) were tied for the third highest math growth in the state. In the past, Ms. Earls was a member of the central office administration of two rural districts, as well as regional district. She also worked as a senior associate with the Community Training and Assistance Center, based in Boston but on assignment with the Charlotte-Mecklenburg Schools. Ms. Earls was responsible for the management of a Teacher Incentive Fund award, including the provision of onsite technical assistance. She earned an undergraduate degree from the University of Notre Dame, and a graduate degree from Boston College. She currently resides in Sturbridge, Massachusetts with her husband and their daughter.

Last Name: Eisele

First Name: Kurt

Kurt W. Eisele, Ph.D., has PhD in Human Development from Marywood University, completed the Pre-Doctoral Program from Temple University, earned a Superintendent's Letter of Eligibility from Lehigh University, a Certificate in Elementary Administration, a MS in Secondary Administration, and a MS/BS in Mathematics Education from the University of Scranton, and an AA from St. Leo's College in Florida. Dr. Eisele retired from public education in July as a Superintendent. He served as a middle school principal, a high school assistant principal, a middle school assistant principal, and a high school mathematics teacher. Dr. Eisele also coached several sports. He is a retired Army Infantry Officer and prior service NCO. He completed the Command and General Staff College and earned a Meritorious Service Medal and two Army Commendation Medals. Dr. Eisele currently is an Assistant Professor and Director of Graduate Programs (Master's) at Wilkes University and is an adjunct professor at the University of Scranton and the University of Maryland University College. His favorite research topic is PTSD/TBI with a goal of helping our servicemen/women adjust to life after combat. He has been married for 38 years and has three children and six grandchildren.

Last Name: Enos

First Name: Debbie

Debbie Enos holds a Master of Library and Information Studies from the University of Oklahoma. Her undergraduate studies were in Sociology and Computer Science. Before embarking on her education career, she worked in the oil and gas industry for over twelve years. She has ten years of experience in public education as a teacher and librarian. She has served as a Peer Reviewer for the Race to the Top District 2012 and for the i3 Development Pre-Application 2013. Her current position is at an interlocal education cooperative in northeast Oklahoma. She serves member districts as a curriculum specialist and

professional development consultant. Other responsibilities include technology support, federal program coordinator, and cooperative purchasing director.

Last Name: Esty

First Name: Edward

Edward Esty has had a varied career in mathematics education. He started as an elementary classroom teacher, and then returned to Harvard as a doctoral student and assistant professor. After three years at a NSF-sponsored curriculum development project in Illinois, he moved to Washington. There he worked at the National Institute of Education (and later the Office of Educational Research and Improvement), managing the Department of Education's research program in mathematics education. A major responsibility as an NIE and OERI program officer was conducting grants and contracts programs, formulating review procedures, and monitoring resultant contracts and grants. Since 1986 he has been an independent consultant in mathematics education with many organizations, doing curriculum development, research in assessment, and teacher education. A major focus of some of these projects has been the creation and application of scoring rubrics for assessment instruments. The groups have included Children's Television Workshop, the National Academy of Sciences (Mathematical Sciences Education Board), the National Council of Teachers of Mathematics, SRI International, and WestEd. The common thread among all these endeavors has been improving mathematics instruction and assessment of mathematical learning among students and teachers alike.

Last Name: Everhart

First Name: Susan

Susan has spent the majority of her working life developing and advocating for programs and services that give at risk students at better chance for success in school and beyond. She has worked in local communities, for a consortium of school districts, for the State educational agency and for a statewide nonprofit. Her interests include the arts and she has helped cultural organizations become and remain viable. Susan is married and has two twenty-something children.

Last Name: Fantroy-Ford

First Name: Fentrice Maxine

F. Maxine Fantroy-Ford, Ed.D., received her doctorate from Nova Southeastern University and is an adjunct professor in the Graduate School of Education at Russell Sage Colleges. A former public school teacher, building and central office administrator, her expertise lies in the areas of school reform, teacher and principal evaluation, classroom management, development of effective instructional plans, data analysis to inform instruction and professional development for substitute teachers. An educator in the field for approximately 35 years, Dr. Ford was instrumental in her role as Director of Magnet Schools in leading two schools toward obtaining State Blue Ribbon status, one of which went on to receive the distinguished National recognition. She had the distinct honor of being recognized in the December 1999 issue of Redbook magazine, "Hyundai Salutes Women Who Make a Difference", and attending a 2003 Principal and Superintendent Round Table at St. Anthony College, Oxford, England. She is also active in her community as an advocate for educating all children.

Last Name: Felton-Montgomery

First Name: Patricia

Dr. Patricia Felton-Montgomery, President of Montgomery Educational Associates, has over 40 years of service as a teacher, guidance counselor, child study team coordinator, principal, assistant superintendent, and superintendent in urban and suburban public schools and at national, regional, and state levels of

public education. Her focus is providing rigorous and relevant standards-based instruction to students for success in this 21st century. With experience in innovative curriculum and professional development, data-driven decision making, and effective school and district leadership, she works with boards of education, school districts and regional educational organizations for guidance and support in establishing and sustaining school improvement. She previously served as Director of Educational Leadership for the Mid-Atlantic Regional Educational Laboratory at Temple University's Laboratory for Student Success (LSS). LSS was one of ten regional educational laboratories of the US Department of Education. Most recently she served as a District Peer Reviewer for the Race to the Top competition for the U. S. Department of Education. Dr. Montgomery has taught education administration doctoral students for NOVA Southeastern University and master's degree candidates for Thomas Edison State College, and has served as adjunct professor in educational philosophy and in instructional strategies at Stockton College and Fairleigh Dickinson University in New Jersey. She was a contracted mentor for new principals during their two-year internship for the state of New Jersey and supported other mentors in the southern counties of the state as Regional Mentor Supervisor for the state department of education and NJPSA/FEA.

Last Name: Feury

First Name: Gena

Ms. Gena Feury has a 17-year career in education, including experience teaching at the primary and secondary grade levels, serving as a regional consultant for Just Read, Florida!, and as a principal consultant for the Colorado Department of Education. Currently, she is the School of Education Accreditation Manager at Jones International University. She has supported school districts and state level leadership in implementing the requirements of federal, state, and local initiatives in reading education, and served as the PreK-12 reading and writing content specialist for the state of Colorado. She has been a professional trainer, researcher, grants manager, and developer for the Colorado Department of Education, Office of Teaching and Learning and was an active member of the Academic and Instructional Support Unit. This unit was charged with the successful development and implementation of leading-edge resources to provide service and support to PreK-12 school educators and leaders for standards implementation.

Last Name: Frankel

First Name: David

David Frankel is currently semi-retired from public education. During his 36+ years in education, David worked as a Technology Consultant for Wayne RESA (Regional Educational Service Agency, Detroit, MI) which provides services to Wayne County's 34 school districts and charter schools aimed at improving student achievement and maximizing economies of scale in staff development, purchasing, and administrative services. The last two years at Wayne RESA, he worked with High Priority Schools to provide professional development in integrating technology in the classroom and assisting the school staff in using a teacher observation tool. Prior to this, David worked with the school districts in developing technology plans, providing professional development in identifying and using technology throughout the curriculum and assisting districts in implementing technology programs. He wrote a number of successful grants, including a Star Schools grant that was funded by the U.S. Department of Education. He has reviewed grants for the Michigan Department of Education, the U.S. Department of Education and the Michigan Council for Arts and Cultural Affairs. David was appointed to participate on a number of statewide technology committees including the governor's educational technology committee. He worked on the State of Michigan Educational Technology Standards for K-12 students. Currently, he is an adjunct faculty member at two local universities, teaching face-to-face, on-line and blended graduate courses in educational technology. David is participating in External Reviews (AdvancED) of local school districts

and school buildings. He has developed on-line courses and is currently consulting with organizations in the state of Michigan.

Last Name: Fromme

First Name: Catherine

Dr. Cathy Fromme began her career as an educator 32 years ago, as a first grade teacher in southern California. She is currently the Principal of TrustWorks, a consulting firm in service of organizations dealing with matters of trust, social capital, workforce diversity, and change management. Prior to establishing TrustWorks she held district, ESD and state department positions in Washington and California. While at the Washington Office of the Superintendent of Public Instruction (OSPI) she coordinated the Comprehensive School Reform program, coordinated the publication of the School Improvement Planning Process Guide, chaired the statewide Commission on Student Learning Accommodations and Alternate Assessment committees, developed Washington's statewide Special Education Mediation System, and was the Cross Cultural Special Education Supervisor (providing non-biased assessment, interpreter/ translator training, and diversity awareness trainings). Cathy also served as the Diversity Manager for the Washington Department of Natural Resources where she facilitated, positive/inclusive working relationships and diversity in the workplace for 1,300 DNR employees. She has consulted, written and presented extensively in the areas of trust, change management and work force diversity in schools and organizations. Cathy received her B.S. from UCLA, M.S. from San Jose State University, and doctorate in Educational Leadership and Policy from the University of Washington.

Last Name: Gaitens

First Name: Jill

Jill Gaitens is a doctoral student at the College of William and Mary pursuing a degree in Educational Policy and Leadership. She is a Leadership for Educational Entrepreneur's (LEE) Fellow from Arizona State University and holds a Master's Degree in Educational Supervision and Administration with a concentration in Business. Ms. Gaitens has been a certified teacher for 22 years, a certified principal since 2006, and currently serves as the Director of Grants Development for one of the largest school divisions in Virginia. As a military spouse, Ms. Gaitens has taken a special interest in planning, developing, and implementing programs designed to meet the needs of military connected youth.

Last Name: Galloway

First Name: Cindy

Cindy Galloway currently serves as an Assistant Principal at P.S.174 in Queens, New York City and is completing her Doctorate in Administrative Leadership in Teaching and Learning. She has been a Supervisor for 12 years and in education for a total of 24 years with the New York City Department of Education. She has experience in the supervision and administration of grades pre-kindergarten through 6th, safety and discipline procedures, special education, Coordinator of Testing, monitoring data driven instruction, standards based curriculum planning, grant writing committees, and balanced literacy across content areas. She has had the opportunity to participate in rigorous professional development and lab sites with Teachers College Columbia University, New York University Medical Research Center and Bank Street College, as well as observing their well respected Bank Street School for Children. She now implements innovative approaches to the use of technology, an essential tool in education. She has immersed herself in Danielson's Teacher Evaluation Framework and the CCSS.

Last Name: Govan

First Name: Charlenta

Dr. Charlenta Joy Govan is an academic/testing coordinator at Dallas Independent School District's Learning Alternative Center for Empowering Youth. Having served in education for eleven years, she has worked in a variety of secondary school environments from magnets, comprehensive, school within schools and alternative schools. Charlenta has research interest in response to intervention, school assessment, school leadership, reading and secondary school instruction.

Last Name: Govender

First Name: Ranjini

Ranjini Govender comes to her work as a reviewer armed with over a decade of experience in education reform a former classroom teacher, education law attorney, and policy analyst. Most recently, she completed her doctorate degree in Education and Policy at Cornell University where her research focused on the link between federal law and the racial make-up of K-12 public schools. Her previous work experience also includes a 2008 Education Pioneers Fellowship with the District of Columbia Charter School Board. She was awarded a Bill and Melinda Gates foundation grant, supporting her policy research and analysis on how and why DC Charter Schools experience large student attrition rates. Her work not only focuses on urban education, but includes policy analysis of the unique issues facing rural schools, a topic she researched through an assistantship with the New York State Center for Rural Schools. Perhaps most influential on her approach to education reform is her experience working as a classroom history teacher in Chelsea, MA and Syracuse, NY. She has also advised school districts on legal issues relating to attendance zoning, school restructuring, and student assignment policies. She is a member of the American Educational Research Association and District of Columbia Bar. She was born and raised in the Finger Lakes region of New York.

Last Name: Green

First Name: Sylvia A.

Dr. Green's expertise is in the area of middle grades education with an emphasis in English/Language Arts. Dr. Green retired from the Monroe County School District in 2012 following a 30 year career. She also was the English/Language Arts Chair during her tenure. Other responsibilities included the Afterschool program coordinator which provided hands-on activities/learning strategies using Learning Focus Methods. She designs challenging and innovational activities that address the diverse interests and needs of students while establishing a fun and safe learning environment. During her career as an educator, she was a recipient of Teacher of the Year, Rising Star Teacher, and My Teacher's Top awards. Dr. Green also served as 21st Century Learning Centers Program Administrator. She served as an Internal Evaluator; whose sole responsibility was ensuring the day-to-day operation of the program was operated effectively. Periodic assessments were conducted for site coordinators and teachers to ensure accountability for the program's operations and procedures using federal guidelines. Dr. Green holds a Ph.D. from Capella University with an emphasis in Educational Leadership.

Last Name: Haid

First Name: Lois

Dr. Lois Haid holds a PhD in Literacy and Evaluation and Assessment from George Mason University, Virginia, a Master of Arts Education/Learning Disabilities from Marymount University, Virginia and a Bachelor of Arts in Mathematics with certification to teach mathematics from College of Saint Elizabeth, New Jersey. She is an associate professor at Barry University and has over 25 years of experience in Pre-K through post-secondary. Besides teaching reading courses, she was director of Appalachian Region America Reads Grants and IASA initiatives for Edvantia. Dr. Haid developed conferences and coordinated professional development (PD) activities in that region for Title 1 schools in reading, mathematics and science, Instructional leadership, and data driven decision making. She has also been

active in college and career readiness. Dr. Haid is active in the field of research and evaluation, having served as an evaluator for several state departments of education, including working on development of state tests for certification. She has read RTTT and SCRL grants at the federal and State levels, and is an evaluator of PD. Dr. Haid is involved in numerous local, state, and national organizations and presented at numerous conferences and conventions. She has acted as expert consultant to the Federal Department of Education and several state departments of education. Her research interests center around the impact of university courses on the pedagogical content knowledge of teachers and the role of reading success of students in disciplinary literacy. Her recent research has focused on the impact of RTI and CCSS on educational professionals.

Last Name: Hall

First Name: Ruth

Ruth Hall is an independent education management consultant. Ruth serves as a keynote speaker, facilitator, and trainer, and featured as a content expert at state and national conferences on topics such as closing the achievement gap, curriculum and instruction, grant writing, school climate, school reform, bullying prevention and strategic planning. Ruth has worked locally and nationally with both for-profit and non-profit organizations, such as colleges and universities, schools, churches, school districts and departments of education. She has assisted numerous organizations in identifying and achieving goals and in developing proposals for funding. A veteran educator, Ruth implemented a variety of programs to improve student performance during her tenure as a school district administrator. Ms. Hall has published articles on school reform, edited books and manuscripts and presented workshops, which focus on key educational issues, such as linking schools and communities, assessment, and curriculum and instruction. In addition, Ruth served as a member of numerous national, state, and local committees. Ruth is a member of the Board of Directors and Past President of the Florida Association of School Administrators (FASA) and Past President of the Florida Association of Instructional Supervisors and Administrators (FAISA). She currently provides educational services nationally through her consulting firm.

Last Name: Hanson

First Name: Susan

Susan Hanson has over 25 years of experience in the fields of education research, program evaluation, and philanthropy. She has served as a researcher, writer, and advocate for strengthening educational opportunities and access to college for low income students. Susan works part time for the New Teacher Center in Santa Cruz, CA where she investigates the implementation and impact of induction programs. Susan has consulted for several foundations including, New Schools Venture Fund and The Hewlett Foundation. Previously, she worked at SRI and West Ed on evaluation and policy studies. Susan is on the board of Breakthrough Silicon Valley and previously served on the Boards of Reading Partners and the Community School of Music and Arts. Susan holds a Ph.D. in the Design and Evaluation of Educational Programs and an Ed.S. in Program Evaluation from Stanford University. Her dissertation focused on college preparatory classes at contrasting high schools.

Last Name: Harris

First Name: Basil

A former teacher, interim principal and assistant principal, Basil Harris currently manages grants for federal and state education programs. In previous positions, Basil was responsible for the identification selection, training and supervision of educators with a history of exemplary student academic achievement to serve as specialists statewide, in schools with report card ratings of unsatisfactory or below average. He monitored and evaluated the technical assistance to designated schools related to intervention and assistance, and planning and accountability. Additionally, he has written, managed, and implemented mini-grants and a grant that received continuous funding.

Last Name: Harrison

First Name: Latanza

Latanza M. Harrison, Ed.D., received her doctorate from Auburn University in Educational Leadership and Technology and is the Coordinator of Federal Programs for Alabaster City Schools. She coordinates and directs the system's federal programs division. She has served in the area of Federal Programs Administration since 2006 as well as the Director of Human Resources directing services for approximately 1,600 employees in a suburban district. Her role as a Middle School Specialist for the Alabama State Department of Education resulted in technical assistance and professional development opportunities for school staff statewide. She has also served as a middle school assistant principal, community college adjunct faculty member, classroom teacher of science, math and computer assisted reading and mathematics instruction.

Last Name: Hartnett

First Name: Bette

Bette Hartnett was the Certified Grant Professional for Nevada Department of Education (2006-2013), securing discretionary grants of more than \$110M for Nevada, including the 2011 Striving Readers Comprehensive Literacy, 2012 Statewide Longitudinal Data Systems, and 2012 GEAR UP. She worked in education for more than 20 years, teaching primarily secondary and postsecondary life sciences and education courses in California and Wyoming, and graduate courses onsite and online for universities. She wrote grant applications to fund projects for her students, high school, and district teachers K-12, as well as won several awards from funders. Since 2006, Bette has participated in grant reviews, including Investing in Innovation, Teacher Quality Partnership, and Smaller Learning Communities. Bette worked for two years as a full-time mentor for K-Adult teachers, collaborating with two colleagues to design, produce, and implement a highly successful, district-wide teacher mentor program. Bette was the high school science department Chair and wrote "Power Standards" for all of the science courses. She teamed with secondary and university educators as an adjunct test writer for the California Department of Education Golden State Exam program. The California Science Teachers Association named her California Secondary Science Teacher of the Year; while President of the local American Association of University Women, she received the Business and Professional Women's Woman of Achievement award. Bette was selected as her high school Distinguished Educator and participated in NASA Flight Opportunities for Science Teachers program, and was a steering committee member to establish a Community Coalition for Gang Prevention.

Last Name: Hartwell

First Name: Julie Anna

Dr. J.A. Hartwell is a veteran educator with twenty years of experience in secondary and post-secondary education. Her current post has afforded her the opportunity to work with charter schools, blended-learning schools, and early college high schools. She is a former middle/high school math teacher, with experience guiding district-level reform initiatives.

Last Name: Havlik

First Name: Louisa

Louisa Havlik completed her PhD in Educational Leadership and Policy Analysis through University of Wisconsin-Madison, where she also earned her Master's in Educational Psychology with an emphasis on Gifted and Talented Education. She completed her Bachelor's degree at Edgewood College in Madison. This is her 15th year as principal in Evansville, WI. Previously, she was a principal for 2 years in

Waupun, WI. She taught for 21 years in grades 4, 5, 7, and 8 in Stoughton and Madison, WI. She has presented professional development sessions for her district, The Wisconsin RtI Summit, WASCD, and for the International Reading Association.

Last Name: Hisiro

First Name: Tom

Dr. Tom Hisiro is an Associate Professor and holds doctoral program status within Marshall University's GSEPD's Leadership Studies Program located in South Charleston, West Virginia. He possesses a diverse educational and professional background, which includes serving as a Reviewer on three previous Race to the Top initiatives. Earning his doctoral degree from the University of Pittsburgh, he has public education experience as a classroom teacher, guidance counselor, drug and alcohol intervention counselor, transportation, athletic director, coordinator, public relations director, administrative assistant, and head varsity football coach. He has been elected to serve a three year term on Marshall's Faculty Senate that includes being selected as their liaison to the Standing Committee for Athletics. In addition, he has volunteered his services and has been the PA announcer at Marshall's Women's Volleyball and Basketball games on campus. In the community, he is the elected chair of the Community In Schools of Cabell County organization that supports dropout prevention and increase student graduation rates. Also in the realm of higher education, he was the director of graduate studies in education and the academic director of the MAEd Online program at Bethel University (TN). As a participant and graduate of the 2010 NEA's Higher Education Emerging Leaders Academy, he also served two elected terms as the Chairperson on the Tennessee Education Association's (TEA) Instructional and Professional Development Commission. His experiences also include serving on the Tennessee Department of Education's Board of Examiners and the TEA/Department of Higher Education's Private School Representative for TAILACTE.

Last Name: Hokanson

First Name: Charles

As President and CEO of Hokanson Consulting Group LLC, Mr. Hokanson works with government, nonprofit, and for-profit clients on strategic planning, policy development, and policy and regulatory analysis and research, especially in the area of education reform. Mr. Hokanson previously served as President of both the Alliance for School Choice and Advocates for School Choice, as well as Executive Vice President of The Center for Education Reform. From 2003-07, he served at the U.S. Department of Education as Deputy Assistant Secretary for Elementary and Secondary Education and as Chief of Staff in both the Office of the General Counsel and the Office of Planning, Evaluation, and Policy Development. Before joining the Bush Administration, Mr. Hokanson served as Professional Staff Member/Counsel to then-Chairman John Boehner on the U.S. House of Representatives Committee on Education and the Workforce, as well as Research Fellow at the Manhattan Institute for Public Policy Research and Finance Director and Research Fellow at the Thomas B. Fordham Foundation. Earlier in his career, Mr. Hokanson was an Associate at the Washington, D.C. law offices of Steptoe & Johnson LLP and served as Editor-in-Chief of the Harvard Journal of Law and Public Policy. He earned his law degree from Harvard Law School and a Master in Public Policy degree from the John F. Kennedy School of Government at Harvard University. Mr. Hokanson also holds a Master's degree in History and a Bachelor's degree in History and American Studies from Stanford University, where he graduated Phi Beta Kappa and with distinction.

Last Name: Holder

First Name: Cheryl

Cheryl Holder, Ed. D., is an educational consultant who works with state departments of education, local school districts, and others in areas such as standards/curriculum alignment, assessment, social emotional skills training and character education. A former teacher of student with disabilities, school diagnostician, special education director, university instructor, and education specialist for the Alabama Department of Education, Dr. Holder has worked in the field of special education over 30 years including consultation in several states. She has assisted many school districts in aligning their standards with 21st Century Learning Skills so that students will have the skills they need to succeed in college and compete in the global economy. This work serves as the basis for a whole school intervention model, as many schools are low-performing due to poor standards, instruction, and assessment alignment. Dr. Holder has authored numerous articles and help publications and developed extensive training packages for school districts on topics related to school improvement and Response to Intervention (RtI), school to work transition, standards-based reform, school restructuring, and metacognition related to social skills and behavior training. Dr. Holder has served as an external consultant for a federal Character Education state grant, and as a federal grant reviewer for various U.S. Department of Education federal grants as well as other national governmental and agency entities.

Last Name: Holliday

First Name: Marguerite

As a native born Philadelphian, Marguerite Holliday has worked for the School District of Philadelphia since 1988 in a number of capacities. The first 12 years of Ms. Holliday's career she worked as a Special Education teacher and mentor to other teachers on the special education procedures and processes. Upon completing her Principal certificate in 1999 Ms. Holliday accepted a position as an assistant principal then principal of a low performing inner city school. Her responsibilities included managing a budget of over 2 million dollars, staff development, teacher training and management of Federal Title I dollars, ESOL and Special Education budgets and Desegregation funding and training. In order to better improve student outcomes she is working as a School Based Teacher Leader, training teachers to improve their classroom practice through data analysis, common planning and the development and use of student learning plans. Ms. Holliday is deeply involved in training teachers in the implementation of the Pennsylvania Common Core State Standards. She has experience in reviewing state grant applications for the first round of Reading First grant applications.

Last Name: Ivie

First Name: Christine

Dr. Christine Ivie has over twenty-five years of experience in education and administration, focusing primarily on comprehensive reform, school improvement and school choice. She previously served as Chief of Education for the National Aeronautics and Space Administration (NASA) Ames Research Center, Deputy Superintendent for the Idaho Department of Education, and Chief Elementary and Secondary Academic Officer for the Idaho State Board of Education. Dr. Ivie has served as a teacher, counselor, principal, special education director, superintendent and board member in traditional public and public charter school LEAs. She has also worked as a coach, advisor and consultant for several federal and state government agencies, non-profit organizations, educational entities and youth-serving organizations. Dr. Ivie is a licensed professional counselor and certificated educator in Idaho. She currently serves as the superintendent of Idaho Public School District #479 and is working with educators to implement models that increase both student engagement and student achievement across all groups of students.

Last Name: Jaeger

First Name: Arnold

Arnold Jaeger, PhD, holds an earned doctorate in Educational Administration and Supervision from New York University. His experiences include the Superintendency of a NYS Special Act District serving both a residential and day population of high-risk, high-need male and female adolescents referred by Departments' of Social Services, the juvenile justice system and public school districts within New York State. Dr. Jaeger has served as an Assistant Superintendent for Special Education & PPS; as a Chief Instructional Officer for a small city school district in New York State; as a professional employee of a State Department of Education in the Bureau of Special Education; and as a school principal. Dr. Jaeger has also been an adjunct professor in teacher education programs for both general education and special education teachers and in graduate School Administration and Supervision programs. Dr. Jaeger began his teaching career with the NYCBOE. Additional experiences include serving as an Impartial Hearing Officer for Special Education; Superintendent's Hearing Officer for Discipline; and Program Manager for a CBO involved with after school education and sports programs serving under-performing NYC schools. After retirement from public service, Dr. Jaeger served as an administrator, during its first year, for a unique charter school in Harlem, NY, whose founder and school organization have gained national prominence. Dr. Jaeger also has extensive experience as a grant reviewer for the USDOE.

Last Name: Jeffries

First Name: Richard

Richard Jeffries is currently an assistant principal at the Maryland School for the Deaf and has worked as a training specialist with the Planning, Development and Dissemination department at the Laurent Clerc National Deaf Education Center for the past eleven years. As a trainer, Richard has travelled extensively over the country providing various literacy-based workshops such as Literacy – It All Connects, Read It Again and Again, Leading from Behind: Language Experience in Action, Reading to Deaf Children: Learning from Deaf Adults, and 6+1 Traits Writing Assessment. In addition, Richard has taught reading and writing for fifteen years at several different deaf schools including a brief stint at Gallaudet University.

Last Name: Jenkins

First Name: Chris

Chris Jenkins is an assistant professor of educational leadership at The University of Northern Colorado. He was previously an assistant professor at Oklahoma State University and Metropolitan State College of Denver. Chris spent eight years in K-12 education as an English teacher, assistant principal, principal, and curriculum director. He has experience in rural, urban, and suburban schools.

Last Name: Johnson-Leslie

First Name: Natalie

Dr. Natalie A. Johnson-Leslie is an associate professor of teacher education at Arkansas State University (ASU). She received her doctoral degrees from Iowa State University in the areas of Educational Leadership and Policy Studies as well as Curriculum and Instructional technology. Her main research interests lie in the field of educational leadership; technology integration in the curriculum; assessing and evaluating student behavior; surviving school violence and implementation of Common Core State Standards. In addition, Dr. Johnson-Leslie has worked as a principal investigator (PI) on two No Child Left Behind (NCLB) grants addressing reading and writing across the curriculum. Since 2005, she has served as an external grant evaluator for several grants. Dr. Johnson-Leslie served as a peer reviewer for the FY 2012 RTT-District Competition.

Last Name: Jordan

First Name: Susan

Susan Jordan's professional career in public education and non-profit, community-based organizations has served children and their families from infancy through doctoral degrees. For over 25 years she has worked as a classroom teacher, administrator for a nonprofit school for gifted children, executive director of child development centers and after-school programs for the nation's largest YWCA, Director of Graduate Studies for the University of Texas at El Paso, Federal Projects Director for a school district in Arizona, and lead developer and writer for discretionary grants for Portland Public Schools in Oregon. Ms. Jordan has an undergraduate degree from Ohio Wesleyan University and a Master's degree and post-master's work from Texas Tech University. Ms. Jordan is both an experienced and successful grant professional; her work has brought \$70 million dollars into the school district in eight years. Areas of expertise include K-12 education, transition into and success in college, budget development and maintenance, project management, proposal development and writing, proposal review, and underserved communities of students. She is a national conference speaker and an independent consultant on quality proposal development to succeed through the rigorous review process.

Last Name: Kelly

First Name: Andrea

Andrea Kelly began her teaching career thirteen years ago. Ms. Kelly has taught middle school dropout prevention in Social Studies and Language Arts. She also taught English for one year on the high school level. Currently, Ms. Kelly serves as a LEAD US History instructor with Florida Virtual School. In 2005-2006, Ms. Kelly was nominated as her school's Teacher of the Year. She has recognized the value of connecting students and teachers from around the state and country in order to make high-level instruction available to everyone. Ms. Kelly has had the opportunity to participate in the Teaching American History grant and knows just how important federal programs are to enhancing education and creating passion in schools. In addition to teaching at a public school she is also a mom to four kids and serves as religion instructor at her church.

Last Name: Kelly-Jackson

First Name: Charlease

Charlease Kelly-Jackson, Ed.D., is an assistant professor of science education in the Department of the Elementary and Early Childhood Education at Kennesaw State University in Kennesaw, Georgia. She earned her Ed.D in Curriculum and Instruction from the University of South Carolina. Prior to joining the Kennesaw State University faculty, Dr. Kelly-Jackson was an instructor and lab manager in the Department of Biology and an assistant professor and Director of Field and Clinical Experiences in the School of Education at Claflin University in South Carolina. She also was a middle school science teacher at Scott's Branch Intermediate School in Summerton, South Carolina. She served as the director of Project ST3M, a professional development program that aimed toward increasing elementary teachers' science content and pedagogical content knowledge through the use of technology (hand-held probes and sensors) and problem-based learning. Dr. Kelly-Jackson currently serves the co-director of Kennesaw State's Northwest Georgia Math and Science Partnership Program, a professional development program with the goal of increasing teachers' content knowledge, enhancing pedagogical skills, and strengthening teachers' abilities to integrate technology into the curriculum. She is an active member of Georgia Science Teachers Association (GSTA) and currently serves as on the board as the College Representative. Dr. Kelly-Jackson is also an active member of the Association of Teacher Educators (ATE), the National Association for Professional Development Schools (NAPDS), and the Southeastern Association for Science Teacher Education (SASTE).

Last Name: King-Corkern

First Name: Angela

Angela King-Corkern serves as a Title I District Resource Liaison in a rural Southeast Louisiana parish. Primarily, she works to ensure that both public and non-public schools have School Wide Plans that are data driven, researched based, effective plans which are in compliance with federal and state regulations. Secondly, Mrs. King-Corkern serves as a member of the district Leadership Network Team to support effective teaching in all district schools and as middle school ELA and social studies curriculum contact person. She has over a decade in classroom experience, before moving to her current position. Prior to her current position, Angela served as a middle school social studies and English teacher in one of the district's highest performing schools as well as a high school teacher in an Alternative Night School Program. Mrs. King-Corkern has served on numerous state/local committees dedicated to improving curriculum and instruction in Louisiana. Angela King-Corkern received a B.S. in Social Studies Education with a teaching minor in Secondary English from Southeastern Louisiana University, a M.A. in Curriculum and Instruction from Southeastern Louisiana University, and a +30 in English as a Second Language from Southeastern Louisiana University. She is certified to teach secondary social studies, secondary ELA, and ELA as a Second Language. She maintains status as a Supervisor of Student Teachers and Educational Leader.

Last Name: Langland

First Name: Alf

2013:

Mr. Langland's primary areas of expertise are : Supporting Effective Teachers and Principals; Standards and Assessments; Improving Low-Performing Schools; and Rural education. He has a Ph.D. from the University of Oregon, in Educational Administration/Curriculum and Instruction. He has nearly thirty years of experience in education at: WA State Department of Education, Olympia; University of Idaho; four large public school districts; USDE Regional Educational Laboratory and a regional educational service district. He has received awards from the Federal Teacher Corps Internship by US Dept. of Education (USDE), 1968-70; Certificate of Appreciation by Appreciation for LEAD Study Group, USDE, 1993; Certificate from WA State Staff Development Council, 1987; and Certificate of Appreciation for Peace Corps service, US Government. He has memberships in the NW Equal Employment Opportunity Association (Portland), Battle Ground Education Foundation, Washington Educational Research Association (WERA), Washington School Personnel Association, WA School Retirees Association, Washington Association of Supervision and Curriculum Development, Washington Association of School Administrators, National Staff Development Council, Oregon and WA Staff Development Councils, Teacher Education Advisory Committee (Pacific Oaks College, Seattle) and Idaho Association of School Administrators.

Last Name: Lazarus

First Name: Sheryl

Sheryl Lazarus is a Senior Research Associate at the National Center on Educational Outcomes (NCEO) at the University of Minnesota. She holds a K-12 principal's license and received her Ph.D. from the University of Minnesota in Educational Policy and Administration. Dr. Lazarus conducts research and provides technical assistance on the inclusion of all students, including students with disabilities and English Language Learners, in assessments used for accountability purposes. Dr. Lazarus is co-Principal Investigator of the National Assessment Center, and manages multiple knowledge development activities in the areas of accommodations, educational reform, growth models, teacher evaluation, and technology-based assessments. Dr. Lazarus previously was a research scientist at the Institute of Education Sciences (IES), U.S. Department of Education. Dr. Lazarus has published numerous journal articles, book chapters, reports, and training materials.

Last Name: Lensch

First Name: Angela

Angela Lensch is an experienced educator. Ms. Lensch has instructed physical, earth, and life sciences to students in 4th through 12th grades. Currently, Ms. Lensch is seeking a second Master's Degree in Education- Curriculum and Instruction with an emphasis in Effective Teaching and Instructional Leadership. Ms. Lensch also has knowledge of technology and uses it in her classroom daily. She has experience teaching technology courses to 4th-8th grade and also heavily integrates technology within her science classroom. Most recently Ms. Lensch has begun developing curriculum and consulting. As a consultant she discusses and helps develop and framework curriculum for an academic camp based on science and engineering and STEM principles. She is also developing all materials and curriculum framework for a student engineering day camp, following and integrating the Next Generation Science Standards and by using the UbD (Understanding by Design) methodologies.

Last Name: Lim

First Name: Woong

Woong Lim is an assistant professor of mathematics education at Kennesaw State University since 2011. He received his doctorate at University of Houston. His other education includes a B.A in mathematics at Northwestern University and a master's in mathematics at University of Houston. His teaching experience includes about 9 years of high school and college mathematics classroom teaching in the Houston area. His current research interest includes mathematics teacher preparation programs and effective teachers' classroom practices. Other professional activities include serving as quantitative methodologist and grant/project evaluator.

Last Name: Lindsey

First Name: Ron

Ron Lindsey has served the students in Ohio and Kentucky for forty years. He began his career in the Parma City Schools, a suburb of Cleveland, Ohio as a science teacher. He moved to the Sheffield-Sheffield Lake City Schools and spent the next twenty years working through the ranks from assistant principal, high school principal, assistant superintendent to superintendent. Over the course of his career he participated in many state and federal school reform grants, including the High Schools that Work program and the Center for Leadership in Education. Because of his work in the area of educational technology, in 2000 he was recognized as one of the Exemplary Administrators in the nation by Technology and Learning. In 2004 he was named the Ohio Technology Leader Administrator of the year. After retiring from the Sheffield-Sheffield Lake Schools, he was selected as a "Highly Skilled Educator" which is a component of the Kentucky Education Reform Act. He was the only out-of-state educator ever to be selected for this program. Lindsey returned to Ohio as a superintendent for the Green Local Schools in Scioto County. Currently he is working in Ohio as a Race to the Top Regional Specialist supporting rural schools in the Appalachian area of Ohio. He met his wife in Japan while on a Fulbright Scholarship. They live in Ashland Kentucky and have 3 children and 5 grandchildren.

Last Name: Maher

First Name: Michael

Michael J. Maher, Ph.D., has over 17 years of professional experience in K-12 and higher education. Dr. Maher began his career teaching high school science in North Carolina, taught in the undergraduate teacher education program at Saint Augustine's College, and currently serves as the Assistant Dean for Professional Education and Accreditation in the College of Education at North Carolina State University. In addition to his administrative responsibilities, Dr. Maher teaches graduate courses in education and

publishes in the area of teacher ethical development. Dr. Maher is an active member of the professional community with memberships in the American Educational Research Association (AERA), the Moral Development and Education Special Interest Group, the American Association of Colleges and Teacher Educators (AACTE), and service as the treasurer of the North Carolina Association of Colleges and Teacher Educators (NC-ACTE). Dr. Maher holds a B.S. in Biology from Belmont Abbey College, and an M.Ed. and Ph.D. in Curriculum and Instruction from North Carolina State University.

Last Name: Mancillas

First Name: Margarita

For over 20 years, Margarita Mancillas worked at The University of Texas at Brownsville serving in a number of positions. Prior to retiring in 2010, Ms. Mancillas was the Director of the Resource, Development and Research and a Faculty Associate for the School of Education at The University of Texas at Brownsville and Texas Southmost College. Her areas of interest focused on Pre-K to 16 activities with particular emphasis in the areas of access and participation of low-income, first generation to college. While working at UTB/TSC, she established a successful grant writing record of over \$100 million targeting programs for individuals traditionally under-represented in education and professional careers. As the principal grant writer for the School of Education, Ms. Mancillas spent her time seeking funding opportunities that supported faculty research and professional development to support teachers from local school districts serving high concentrations of low performing students. She grew up in the lower Rio Grande Valley of South Texas and spent much of her youth as a migrant farm worker often traveling with family to Michigan and Illinois during the summer months. As the Assistant Vice President for PreK-16, Ms. Mancillas directed several projects that targeted the building of networks and alliances, thus improving the university's partnerships within the school districts and the community. Through these alliances, the P-16 initiatives helped to increase resources, to produce better teachers, and brought out solutions expressed in the data, ultimately, helping to plant the seeds to improve teaching excellence. These programs included GEAR UP, Upward Bound Math and Science, Upward Bound, Talent Search, College Assistance Migrant Program.

Last Name: Manner

First Name: Jane

Jane Carol Manner earned an A.B. in Art History from Vassar College, and M.Ed. in Elementary Education from East Stroudsburg University of Pennsylvania, an Ed.S. in Early Childhood Education from Barry University, and an Ed.D. in Higher Education from Florida International University. She has taught at many levels and is currently on the faculty of East Carolina University in the College of Education, teaching in the Department of Elementary and Middle Grades, and co-directing Project LEAP, a federally-funded professional development project in English as a Second Language (ESL) for rural teachers. Dr. Manner is widely published in the academic community, and is pursuing an active research agenda on improving student outcomes with innovative programming, support for non-traditional students, and effective professional development in ESL.

Last Name: Manning

First Name: Kathryn

Kathryn Manning retired as the Director of the Title IA Program at the Maine Department of Education in 2009. Her focus across a 30+ year career has been increasing reading levels of students. Prior to coming to Maine, she trained as a Reading Recovery Teacher in Ohio and brought that expertise to Maine educators as they made decisions regarding implementation of the program. She received the International Reading Recovery Teacher Leader Award for this work. In 2000, was invited to participate in a one-year governmental exchange program as a Special Assistant to the Director of School

Accountability and Student Achievement at the United States Education Department. She also served as the President of the National Association of State Title I Directors. Ms. Manning holds an M.S. in Education from the University of Dayton.

Last Name: Marshall

First Name: Raquel

Raquel Marshall brings over 20 years of combined experiences in engineering, project management, secondary teaching, and State Education Agency curriculum and policy development. She is currently serving in an office of education capacity within a federal governmental agency. Ms. Marshall has served as a peer grant reviewer or panel facilitator for five US Department of Education grant competitions during the past three years. Ms. Marshall has received numerous awards including a Governor's Citation - Teacher Excellence Award, an International Technology and Engineering Educators Association (ITEEA) Teacher Excellence Award, and an ET3 TEC Champion Leadership Award.

Last Name: Martinez

First Name: Tonnie

Tonnie Martinez is the National Origins Coordinator for the Midwest Equity Assistance Center and an Assistant Professor of Curriculum and Instruction in the College of Education at Kansas State University. Dr. Martinez holds a Ph.D. in Curriculum and Instruction. In addition to teaching courses in Foundations of Education and English as Second Language Pedagogy, she dedicates the majority of her time providing professional development to LEA's on sheltered instructional strategies for teaching English learners in the Common Core State Standards. Dr. Martinez also provides technical assistance to LEA's for Office of Civil Rights compliance and school improvement plans. Dr. Martinez has provided training for thousands of paraprofessionals in her Paraprofessional Academy Model in multiple states. Dr. Martinez has presented her research at numerous conferences over the past twenty years and has co-authored and directed several large-scale, federally funded projects from the Department of Education. In addition, she has developed a web-based curriculum for graduate level ESL coursework and ESOL certification. Dr. Martinez maintains the following research interests at Kansas State: Collaboration between School Resource Officers (SROs) and administrators to stem the flow of diverse learners in the pipeline to prison, the importance of pre-teaching academic vocabulary in the Common Core, and induction guidelines and strategies for paraprofessional success.

Last Name: Matter

First Name: Mark Kevin

Dr. Mark Kevin Matter has focused on educational assessment, evaluation, and research since 1977. He received a doctorate in 1985 in Educational Psychology specializing in School Psychology from the University of Texas at Austin. From 1979-84, he worked as Evaluator for the Systemwide Testing and High School Graduation Minimum Competency programs for the Austin (TX) Independent School District. In 1984, he began work with the Cherry Creek (CO) Schools, serving as Coordinator for assessments and Director of the Assessment and Evaluation office, retiring from the Cherry Creek Schools in 2010 after 26 years in the district. Dr. Matter served as the President of National Association of Test Directors in 1993-94, and on their Board of Directors from 1997-2000. He served as the Division H Program Chair for the 2000 AERA annual meeting. He has 28 authored or co-authored paper presentations at national meetings on topics of indicator systems, assessments, data use, growth analyses, and other assessment issues. While in the Cherry Creek Schools, he and his staff received 18 awards for outstanding publications from Division H (Research, Evaluation, and Assessment in Schools) of AERA. Dr. Matter has served on a variety of advisory, planning, and review groups at the national and state levels. For the U.S. Department of Education, Dr. Matter has been a member of NCLB Standards and

Assessment peer review teams for state assessment systems since 2005. He has been a part of review panels for Enhanced Assessment Instruments, Comprehensive Centers, Teacher Incentive Funds, and Investing in Innovation grants.

Last Name: McCauley

First Name: Lauren

Lauren Scott McCauley is Assistant Director for the Race to the Top District grant at the Charleston County (S.C.) School District. Previously, she served for four years as an Education Specialist at the United States Department of Education in the Implementation and Support Unit where she oversaw Florida and Pennsylvania's Race to the Top grants totaling \$740 million and supported implementation of the \$48 billion State Fiscal Stabilization Fund grant. She joined the federal government in 2009 as a Presidential Management Fellow. Prior to her federal service, Lauren was an Admissions Counselor at the College of Charleston for four years. She has a Master of Arts in Higher Education Policy from The George Washington University and a Bachelor of Arts from the College of Charleston.

Last Name: McDonald

First Name: Elaine

Elaine McDonald is an educational consultant with 30+ years of experience in starting, growing, leading and supporting successful, innovative educationally related projects in K-12 education. Currently, president of an Arizona based educational consultant organization whose primary function is the implementation of methodologies for improved student achievement and school turnaround, she has served as an SEA program specialist, assistant superintendent, federal programs director, principal, and teacher.

Last Name: McFadden

First Name: Cheryl

Cheryl McFadden joined the School District of Philadelphia in 2004 after a combined twenty years of working in the corporate and public sectors. Since coming to the school district, she has held the positions of classroom teacher, instructional specialist, Literacy Content Specialist and her current assignment as a Career Integration Specialist, for the districts Career and Technical High School programs. One of her career highlights has been her involvement with the Prime Movers Media Clubs, a journalism program for students in urban high schools. This involvement led to her involvement in the piloting of this program to increase literacy in underserved high school. The program was eventually offered district-wide, and eventually led to the formation of nineteen journalism clubs, as well as being part of the writing teams for both Journalism 1 and Journalism 2 curriculum guides. As a result of the success of this program and materials, the Philadelphia School District adopted the use of the journalism curriculum materials as the standard for high school journalism. Ms. McFadden holds a Master's in Education from Arcadia University.

Last Name: McNeely

First Name: Margaret

Margaret McNeely retired from the U.S. Department of Education in 2007 following a three decade career. Ms. McNeely had the opportunity to witness not only changes in the federal role in education but more importantly the evolution of school reform approaches at the state and local level. During her career at the Department, she managed the Comprehensive Center Program and the Comprehensive School Reform Program (CSR) in the Office of Elementary and Secondary Education. Other assignments included: coordinating the first review of State Title I Assessment Programs under the Improving

America's Schools Act (IASA) as well as the initial funding for state level standards and assessment development in the Office of Educational Research and Improvement. One highlight of her career was helping to establish the First in the World Consortium in Illinois to develop in-depth changes in teaching and learning based on the results of The Third International Mathematics and Science assessment program. Ms. McNeely holds an M.S. in Education from Syracuse University.

Last Name: Miller

First Name: Judith

Judith (Judi) Miller recently retired from the Kansas State Department of Education (KSDE). Judi was Assistant Director with Title Programs and Services and worked for KSDE for 20+ years. During that time, Judi worked primarily with Federal Elementary and Secondary Education (ESEA) Programs including Title I, Title IIA, Title III and Migrant Education. She was the state director for Title I when she retired. She was actively involved with accountability under Title I (AYP) and the ESEA Flexibility Waiver (new annual measurable objectives). Judi facilitated the development and submission of that waiver working closely with both the field and the department staff. She worked closely with data and data systems and report card. In addition, Judi has been actively involved with the National Title I Association. She served as Past President (2012, 2011), President (2010), President Elect (2009), Vice President (2008) and Treasurer (2004-2008). She was also on the National Title I Association (NASTID) and National Association of State Directors of Special Education (NASDSE) Joint Committee. Prior to working at KSDE, Judi worked with professional development training for teachers with the Kansas City, Missouri School District and the USD 305 Salina School District. She also taught middle school and/or high school in Kansas and Nebraska. Judi's education includes a Masters from Kansas State University, building administrator endorsement from Washburn University and an undergraduate degree from University of Nebraska at Kearney.

Last Name: Moore

First Name: Laura

Laura Moore is a graduate of the University of North Carolina, with degrees in early childhood education and child development. She received her Master's degree at Mercer University, with a degree in early childhood education and reading. She has an Educational Specialist Degree in Educational Leadership from the University of New Mexico. Ms. Moore was a primary teacher for 17 years, working with grade levels from Pre-K to second grade. She was an assistant principal for two years, and is now a principal at Colinas Del Norte Elementary School in Rio Rancho, New Mexico. She serves as an instructional leader, working with staff developing best practices in literacy and math, and is an expert in Professional Development. Ms. Moore was a peer reviewer for the Race To The Top process for 2012, and is a member of ASCD, NAEYC, and works with Watermelon Mountain Ranch as a volunteer.

Last Name: Morrell

First Name: Linda

Linda Morrell retired in 2009 following a 34 year career in K-12 education. She was a district office technology services administrator prior to serving eight years as Director of Instructional Technology, Media and eLearning in the Curriculum and Instruction division of the Cobb County School District in Georgia. Ms. Morrell was a high school media and technology specialist for over twenty years in Florida, Alabama and Georgia. Her focus on and expertise in technology and learning afforded her opportunities to serve on expert panels, advisory boards, and focus groups for companies and non-profits. In retirement her focus has been on strategy consulting, professional learning, grant peer reviews and mentoring. Ms. Morrell holds Masters and Ed. S. degrees in Education from Georgia State University and an Ed. S. degree in Education Leadership from the State University of West Georgia.

Last Name: Naseth-Phillips

First Name: Mia

Ms. Naseth-Phillips works in the fields of professional development and training, curriculum design and implementation, grant management, with particular expertise in multicultural education, program research, comprehensive school reform. She has extensive experience as a grant reviewer for Federal programs. She served as a Federal grant reviewer for the following grants: Administration for Children & Families: Street Outreach (2013) and Basic Center (2013), Health & Human Services: Community Economic Development (2013), Administration for Native Americans SEED 2009 & 2013, Department of Education: Charter School Planning (2013, Early Head-Start (2009).

Last Name: Nieman

First Name: Jill

Jill Nieman retired from the Los Angeles Unified School District in 2008 following a career of over twenty-five years as both teacher and administrator in grades K-12. She has an extensive background in disciplinary literacy, standards-based instruction, curriculum and assessments. As a Local District Administrator she provided professional development for teachers and administrators promoting collaborative and reflective problem solving, resulting in instructional improvement. She now does independent consulting with organizations around school, administrator and teacher coaching and plan writing. She has worked with public, charter and parochial schools. Jill obtained her Bachelor's Degree and Teaching Credential from California State University at Los Angeles and her Master's Degree and Administrative Credential from California Lutheran University. She was nominated for 2006 Educator of the Year, California League of Middle Schools, Region 8.

Last Name: Nyangoni

First Name: Betty

2013:

Betty Nyangoni earned a Ph.D. from American University, in education administration, with a minor in African/African American Studies. She also holds an MA degree from Howard University and a BS degree from Winston-Salem State University. During her career in education, she has served as a substitute teacher, classroom teacher, coordinator, supervisor and director in the DC Public Schools. While serving in these capacities, she was detailed to assist in establishing the first alternative high school in the school district, "The Modern Strivers", a part of Eastern High School. It was supported by both the Washington Teachers Union and the School District. Other highlights of work in the DC Public Schools include being the first coordinator of a mandated Child Abuse and Neglect Initiative, designing and teaching the first Black History course in the DCPS (Roosevelt High School) and writing the first operating manual for homeschooling in the city. Concurrent to and subsequent to working at the K-12 school level, she served as lecturer, instructor, assistant professor, associate professor, director and adjunct professor in a number of post-secondary institutions including, Trinity Washington University (DC), Howard University (DC), Stockton State College(NJ), Goddard College (VT) and Paul Quinn College (TX). She has written, edited and had published more than 30 articles, essays, reports, reviews, newsletters and related educational materials. She has written and administered more than 8 small to large grants and has served as a successful and prolific peer reviewer for numerous grant proposals, at the federal level (mostly for the US Department of Education) and at the local level, for over 25 years. Currently Dr. Nyangoni is focusing on education reform and serves as an education consultant in Washington, DC.

Last Name: Ochse

First Name: Suzanne

Suzanne Ochse was the New Jersey Department of Education (NJDOE) director for the federal education programs of Titles I, III, Migrant, Homeless, Neglected and Delinquent, school improvement, school accountability and private schools. She provided many training sessions and was a frequent keynote speaker at state events. She also gave presentations at regional and national educational conferences. Ms. Ochse served as the office director for eight years (2003 to 2011) retiring in July 2011. Prior to directing the state's federal educational programs, Ms. Ochse worked in the NJDOE grants office coordinating the development and implementation of the federal education law. Since retiring, Ms. Ochse served as a United States Department of Education peer reviewer for the Investing in Innovation fund, the Comprehensive Center grant and the Race to the Top-District grant. Lately she has been a guest speaker for undergraduates at Princeton University about federal education programs and policies. A native of New Jersey, Ms. Ochse has over thirty years of state government experience and extensive professional expertise in planning, public policy implementation, and evaluation. As a former child protective services social worker, her primary interests lie in advocacy for at-risk children. Ms. Ochse served as a board member of the National Association of State Title I Directors and advised the NJ Association of Federal Education Program Administrators. She received a bachelor's degree in social work at Newark State College in 1973, has a Master's Degree in Guidance and Counseling/School Social Work, and is a New Jersey licensed clinical social worker.

Last Name: Olson

First Name: Judith

Judith A. Olson is an educational consultant with over 40 years of experience in the field. Her teaching, administrative, and policy work spans from early childhood through college. Her experience has been in school districts with rural schools as well as at colleges/universities, regional, state, and federal agencies. She received her B.A. from Buena Vista University, Storm Lake, IA and her M.A.E. from the University of Northern Iowa, Cedar Falls, IA. She has been an elementary teacher for 29 years, teaching children in first grade (22 years), fifth grade (six years), and fourth grade (one year). She has also served as an Educational Instructional Services Consultant for an Iowa Area Education Agency, working with educators in 24 school districts in NW Iowa. She has served as an Early Childhood Network Member with the Iowa Department of Education; and GLOBE (Global Learning Observations to Benefit the Earth) Project Coordinator and Trainer. She has served as a lead teacher with the University of Iowa Science Education Iowa Chautauqua Program, a staff development program for K-12 teachers. The Iowa Chautauqua Program focused on STS (Science -Technology - Society) and she assisted in staff development in the states of Iowa, Oklahoma, and Florida. In 1996, Judith was named the Spencer, Iowa Female Teacher of the Year and in 1997, she was named the Iowa Alternate Teacher of Year. She is currently a Ph.D. Candidate at Colorado State University, Ft. Collins, Colorado, with a major in Philosophy of Education and Human Resource Studies.

Last Name: O'Neal

First Name: Barbara

Dr. Barbara O'Neal is currently an Assistant Professor in Educational Administration and Leadership. She received an undergraduate degree in Early Childhood Education from Winston-Salem State University, an MS in Educational Administration from North Carolina A&T State University and a Doctorate in Educational Administration from Virginia Tech. Dr. O'Neal has previously served as the Project Director and Principal Investigator for a six-year, 6.7 million US Department of Education Teacher Quality Enhancement Partnership grant at South Carolina State University and Assistant Professor in Educational Leadership. She is the co-author and editor of "Perspectives in Teacher Education Reform: Unique Partnership Initiatives". Dr. O'Neal has presented at numerous local, state

and national education conferences. She has served on the Board of Directors for the Teacher Education Accreditation Council, Inc. (TEAC) and SCAN (Stop Child Abuse Now) and Forsyth Futures Education Commission. She is currently working on several research projects. Her focus and interests are in the area of leadership and student achievement for low-performing schools.

Last Name: O'Neil

First Name: Kristin

Dr. Kristin P. O'Neil is currently the K – 12 Chief Academic Officer for the West Deptford Township School District in New Jersey. She worked very closely with the New Jersey Department of Education during the pilot of the Teacher Evaluation initiative. She has assisted the DOE with co-facilitation of state-wide workshops on the teacher evaluation process as well as Student Growth Objective development. Throughout her career, she has served on the Board of Directors for the New Jersey Principals and Supervisors Association (NJPSA), as a member of the New Jersey Department of Education Evaluation Pilot Advisory Committee (EPAC), as a member of the Gloucester County, New Jersey Professional Development Board, and in 2012, as a member of the New Jersey Distinguished Student Teacher Selection Committee. She earned her undergraduate degrees in Sociology and Elementary Education at Rowan College of New Jersey, her Master's Degree in Educational Leadership at Rowan University, and her Doctoral Degree in Educational Leadership from Widener University. Dr. O'Neil's dissertation focused on Peer Coaching as a Professional Development Tool. Dr. Kristin P. O'Neil is also employed as a part-time lecturer for Rutgers University-Camden and has worked as an adjunct professor for Salem County Community College in New Jersey as well as the graduate school of Delaware Valley College in Pennsylvania. Recently, Dr. O'Neil was appointed to Rutgers University Camden Campus's Educational Advisory Committee in 2011.

Last Name: Paige

First Name: Mark

Mark Paige is currently a professor at the University of Massachusetts in the Department of Educational Leadership and Policy and the UMASS School of Law. He conducts research in the areas of education reform/accountability, school finance, teacher evaluation, and school law, among others topics. He has written multiple peer-reviewed publications. Prior to working as a professor, he practiced law as a school law attorney. Paige holds a Ph.D. in Educational Leadership & Policy and a J.D. from the University of Wisconsin-Madison.

Last Name: Patton

First Name: Lori

Lori Paschal Patton is a native of Atlanta, Georgia. She completed her undergraduate studies at Spelman College in Atlanta, Georgia with a bachelor's degree in Child Development. She further continued her quest for knowledge obtaining a master's degree in Early Childhood Education at Clark Atlanta University. In addition, she obtained an educational specialist degree at Argosy University in Atlanta in Educational Leadership. Mrs. Patton maintains educator credentials in both Georgia and Mississippi. After living in Atlanta, Georgia, Mrs. Patton's husband accepted a job in Jackson, Mississippi. She works in the state of Mississippi as a consultant to coach, model, and to develop professional development sessions. Mrs. Patton is married to her college sweetheart and they have one child. Mrs. Patton is currently a seasonal grant reviewer for the United States Department of Education and a full time consultant with the newly formed Bailey-Kirkland Educational Consulting Group located in Ridgeland, Mississippi.

Last Name: Pechman

First Name: Ellen

Over more than 35 years as a teacher, educational evaluator, and policy researcher, Ellen Pechman's professional focus has been on evaluating and supporting schools and agencies that serve the educational needs of the nation's most vulnerable children and youth. Working with and through schools, communities, and local and state agencies, Dr. Pechman has directed all aspects of program evaluations and best practices research, including proposal development, study design, instrument development, analysis, and reporting. Her clients have included non-profit organizations, federal and local educational agencies, and local and national foundations. Pechman's areas of expertise include ESEA programming and evaluation; qualitative analysis of educational programs; teacher quality and school leadership; and education accountability and assessment. In addition, her consultation practice has involved her with data-driven decision making for comprehensive school reform, strategic planning for school turn around, and strategies for improving literacy and mathematics teaching and learning. She is currently an independent contractor and adjunct faculty member. Dr. Pechman's three decades of reports and publications provide evidence of how schools, teachers, and communities have strengthened services for at-risk students in elementary and secondary schools and in after-school programs. Dr. Pechman has a Ph.D. in Child Development and Educational Psychology from the University of Michigan; a Master of Arts in Developmental Psychology from University of Michigan; a Master of Arts in Teaching from George Washington University; and a Bachelor of Science in Political from the University of Wisconsin.

Last Name: Pelham

First Name: Sandra

Dr. Sandra Pelham has served as a principal and instructional leader, vice principal, assistant principal, educational specialist, technology facilitator and teacher with Miami-Dade County Public School District in Miami, Florida for over twenty years. As the Assistant Principal and later Vice-Principal of a newly designed 9th Grade Satellite Center in Miami-Dade County Public Schools, Dr. Pelham was instrumental in utilizing an instructional focus designed to ensure academic student achievement in all subject areas. Her efforts resulted in improvement in the core elements of student achievement, increased school-wide participation and daily attendance for students and staff members. Prior to the assignment at the high school level, Dr. Pelham was an assistant principal at a low achieving elementary inner-city school, which transformed into a high performing school. Dr. Pelham and her team again utilized proven strategies that included mentors, praise, progress monitoring, disaggregating and analyzing data while identifying strengths and weaknesses in student performance. Sandra Pelham, holds a doctorate from Nova Southeastern University, Fort Lauderdale, Florida in Educational Leadership and Organizational Leadership, a Master's of Science in Educational Leadership and Elementary Education from Nova Southeastern University, and a Bachelor of Science degree in Elementary Education from Florida State University.

Last Name: Pereira

First Name: Rachel

Dr. Rachel Pereira, a native of Queens, New York, and former classroom teacher and school principal, serves as an Assistant District Attorney and the Director of Truancy Prevention at the Philadelphia District Attorney Office. She is also an adjunct professor at the Rutgers Graduate School of Education. She holds a J.D. from the University of Pennsylvania Law School and is admitted to practice law in New York, New Jersey and Pennsylvania. Rachel holds an Ed.D. and M.S. from Rutgers University in educational leadership and administration and a B.A. from Hunter College. Prior to attending law school Dr. Pereira served as a teacher and school principal. She served as the Confidential Assistant to the New Jersey Commissioner of Education. Upon graduating law school, Dr. Pereira served as a judicial law clerk in the chambers of Judge George B. Daniels in the Southern District of New York. She serves as a

board member with the Regional Midatlantic Education Lab and the Racial and Gender School Discipline Disparity Project. She is a member of the New Jersey Amistad Commission and has recently become affiliated with the New Jersey Juvenile Justice Commission. Rachel serves as a Board member of the Second Chance Foundation, MANNA Foundation and is the chair of The Department of Education's Midatlantic Regional Advisory Board. Rachel travels to Haiti frequently to assist with relief efforts in the wake of the devastating earthquake.

Last Name: Peters

First Name: Scott

Scott J. Peters is an Assistant Professor of Educational Foundations at the University of Wisconsin – Whitewater where he teaches courses related to measurement and assessment, research methodology, and gifted education. He received his Ph.D. from Purdue University specializing in gifted and talented education with secondary areas in applied research methodology and English education. His research work focuses on educational assessment with regard to policy and practice, identification of student exceptionalities – particularly those from low-income or underrepresented groups, and gifted and talented programming outcomes. He has published in Teaching for High Potential, Gifted Child Quarterly, the Journal of Advanced Academics, Gifted and Talented International, Gifted Children, the Journal of Career and Technical Education Research, Ed Leadership, and Pedagogies. He is the past recipient of the Fedlhusen Doctoral Fellowship in Gifted Education, the NAGC Research and Evaluation Network Dissertation Award, the NAGC Doctoral Student of the Year Award, and the UW-Whitewater College of Education Innovation Award. He has served as the Program Chair of the AERA Research on Giftedness, Creativity, and Talent SIG, on the Board of Directors of the Wisconsin Association for Talented and Gifted, and as the National Association for Gifted Children Research and Evaluation Secretary. His co-authored book entitled Beyond Gifted Education: Designing and Implementing Advanced Academic Programs is forthcoming from Prufrock Press.

Last Name: Plouse

First Name: Tracy

Through her involvement with the U.S. Department of Education's GEAR UP Program, Tracy Plouse has gained experience in implementing standards and assessments that prepare students to succeed in college and the workplace. From 2003 to 2008 she was the Data Analyst/Assistant Director for Central Washington University's GEAR UP program. Since 2011 she has served as the director of Central Washington University's 3rd GEAR UP Program. The GEAR UP program is a partnership program with school districts. She has worked closely with district administrators to develop and assess existing assessments and how they measure college readiness. She has worked with 16 school districts and has learned to work with both internal and external stakeholders. In her current position, she designs and uses data systems to track student progress, budgeting and human resources. As the Assistant Director/Research Analyst she was responsible for implementing a data system that recorded student growth using academic data, attendance data and assessment data. These were used in evaluating the program as well as designing specific services and interventions for students. She has also worked with community-based organizations, school districts, business partners and state stakeholders as part of GEAR UP. As an independent grant evaluator she evaluated 21st Century Learning Center grants for over 5 years. This involves evaluating a great deal of data and assessing the progress against stated objectives of the grants. She has also evaluated the GEAR UP grants for which she has worked.

Last Name: Pointer-Mace

First Name: Desiree

Desiree Pointer-Mace is an Associate Professor and Associate Dean for Graduate Programs in the School of Education at Alverno College, and the author of "Teacher Practice Online: Sharing Wisdom, Opening Doors" (Teachers College Press, 2009; <http://tinyurl.com/276u9fb>). Ms. Pointer-Mace's work focuses on envisioning and inventing ways of representing teaching and learning using new media and online technologies, and advocating for high educational outcomes for all students. In March 2013 she was a panelist on two major forums of the American Association of Colleges of Teacher Education (AACTE) Annual Meeting, both addressing opportunities and insights drawn from the implementation of the edTPA. In fall 2012 Ms. Pointer-Mace served as a consultant to the U.S. Department of Education as a peer reviewer for the Race to the Top: District Competition, evaluating initial and finalist proposals. In February 2011 she was on a major panel at the annual meeting for the American Association of Colleges of Teacher Education (AACTE) sharing recommendations for how teacher education programs should prepare candidates in the developmental sciences. Ms. Pointer-Mace has developed multimedia websites of exemplary practitioner inquiry for many years, beginning with her work at the Carnegie Foundation for the Advancement of Teaching. There, she and Ann Lieberman co-directed the Goldman-Carnegie Quest Project for Signature Pedagogies in Teacher Education, focused on the use of such websites in pre-service teacher education, and the Noyce-Carnegie Quest Project for Elementary Literacy, which documented the relationship between classroom practice and professional development in elementary writing workshop. Ms. Pointer-Mace was a founding co-editor of Inside Teaching (www.InsideTeaching.org).

Last Name: Polite

First Name: Jo Anne

Jo Anne Polite earned degrees from Fisk University (BA), Teachers College, Columbia University (MA) and furthered her education at the University of Southern California. Jo Anne served as the principal of an elementary gifted and magnet school in Los Angeles, California and served as a district mentor for aspiring and newly assigned principals. She has served as a performance assessor and faculty mentor for the Teach For America Summer Institutes in Los Angeles, California. Jo Anne began her teaching career in East Orange, New Jersey and continued her career in Los Angeles, CA. She developed a strategic plan that increased her school's API score from 665 to 821 within a ten year period and facilitated grant writing projects resulting in the school being the recipient of several district and state grants. Jo Anne was appointed by the California Commission on Teaching Credentialing and the California Curriculum Development Commission in 1997 to advise the Commission about the design, content and administration of the Reading Instruction Competence Assessment. Jo Anne retired from the Los Angeles School District in June 2009. Since her retirement, she has served as an adjunct faculty university field supervisor at Concordia University in Irvine, California, and as a Peer Reviewer for Investing in Innovation (i3) Grant Competition and Race To The Top District Competitive Grant. Jo Anne currently serves as a School Leadership Portfolio Mentor for Los Angeles Unified School District and as Director of Development for Academic Advantage Online Learning Program.

Last Name: Portner

First Name: Harold (Hal)

Hal Portner is a former public school teacher and administrator and was a member of the Connecticut State Department of Education where, among other responsibilities, he served as Coordinator of the Connecticut Institute for Teaching and Learning and worked closely with school districts to develop and carry out professional development and teacher evaluation plans and programs. He also served as professional development consultant for the faculty of Holyoke (MA) Community College and a Master Mentoring Evaluator for the University of Massachusetts Dartmouth's Project SUCCESS. Hal develops and facilitates online college courses, develops training materials, trains mentors and coaches, facilitates the development of new-teacher induction programs, and presents to and consults with school districts

and other educational organizations and institutions. He is the author of 10 published books and over 80 articles, and is a member the Editorial Board of an international peer-review journal.

Last Name: Prevatt

First Name: Darlene

Darlene Prevatt is working at the South Carolina Department of Education as the Team Leader of the Office of Federal and State Accountability. Presently, she is responsible for Accreditation; State Board Regulations and Waivers of State Board Regulations; Innovative Proposals; State Diploma Program; District Strategic and School Renewal Planning; Cultural Exchange and Academic Study Program; Required Credentials for Certified and Professional Staff; Activity Coding System; Home Schooling; School Identification Numbers; Junior Scholars; ACT/SAT Improvement Program; Uniform Grading Policy; Graduation Requirements; Dual Enrollment; High School Courses and Requirements; and Flexibility for Districts and Schools. She has a M.S. in education administration, B.A. in special education. She has thirty-four years of experience supervising teachers and educating children with and without varying disabilities; developing and implementing staff development for administrator, teachers, district staff, paraprofessionals, staff, parents, and the community; writing and developing curriculum for regular education and special education students; writing and monitoring grants; training teachers to integrate technology into curriculum; planning and coordinating budgets; coordinating the screening, referral, evaluation, eligibility and placement of children in exceptional student education programs.

Last Name: Quilici

First Name: Sarah

Sarah Quilici, Ph.D., is an assistant principal at a high school in Boise, Idaho. She is an instructional leader at the building level, working with students and teachers to improve student learning. She earned her Ph.D. from the University of Idaho in 2011. Dr. Quilici has been an assistant principal for five years. Prior to this, she taught English at both the high school and college levels. Dr. Quilici's research interests include leading online and blended instruction and technology implementation at the secondary level. She has published articles on these topics.

Last Name: Rhodes

First Name: Richard

Rich Rhodes is currently serving in his 30th year in education. His career in education started in 1984 in the United States Navy serving in the Education Services Office of an Aircraft Carrier. Dr. Rhodes received his Doctorate degree from University of Southern California in 2005. His dissertation was on closing the achievement gap and showed how low socio-economic students could outperform high socio-economic status students if the right factors were addressed. He went on to replicate the study working with three low-performing schools in three different districts. Dr. Rhodes currently serves as the Superintendent/Elementary Principal of Wrangell Public Schools in Wrangell Alaska where he has served since 2011.

Last Name: Riccio

First Name: Liber

Dr. Liber Riccio has expertise in charter school development/operations and nonprofit operations/management (US and abroad); fundraising; arts and education; entrepreneurial development/vocational/ employment training; special education service delivery; teacher training programs. In 1980, he founded and was President/CEO of WWSA arts connection (including the ARTiculate Art Gallery employment training programs). In 1998, he founded SAIL (School for Arts in

Learning), a K-8 public charter school in Washington, DC where a majority of the student population had special educational needs. Dr. Riccio recently retired from Trinity University, Washington, DC where he was a tenured Professor in Education. He is currently an Adjunct Professor in Education at George Mason University; and an educational consultant in school governance, curriculum, special education, and for several years was an Adjunct Lecturer, Faculty of Education, University of Glasgow, Scotland. Dr. Riccio founded Arts is Magic (AIM), a not for profit in Glasgow. AIM provided arts and education programming for underserved children/schools in Scotland and hosted an annual arts festival for over 5000 children. In total, AIM served over 110,000 children in three countries. Dr. Riccio has also consulted with the Minister for Social Development to evaluate Bahrain's educational system with the intent to start a school for children with varying learning styles incorporating an art gallery and entrepreneurial component. Dr. Riccio received a BS (psychology) and MA (school psychology) from The Ohio State University and an EdD (special education) from The George Washington University.

Last Name: Rising

First Name: Jennifer

Jennifer Rising has served as a K-12 mathematics specialist in a range of schools, public and independent, around the nation. She is a winner of the 2008 Presidential Award for Excellence in Mathematics and Science Teaching, which is the highest award a teacher can earn in the US. She has served as adjudicator and consultant for many organizations including the National Science Foundation, National Science Bowl, and the US Department of Education. She is a featured presenter at national conferences for her expertise in math anxiety and integrating technology into the math classroom.

Last Name: Roane

First Name: Warren

Warren Roane, Ph.D. is the Director of Accountability, Research, and Evaluation for the Humble Independent School District in Texas. His research interests lie in international teacher education, mathematics education, and math instruction for English Language Learners. Dr. Roane has been working in the area of education for more than 25 years, serving as a high school physics/mathematics teacher in Texas and district coordinator of mathematics in addition to employment in higher education, with the position of university professor and adjunct faculty at four institutions. He has certifications from the Texas Education Agency in Physics, Mathematics, English and Spanish. Before employment in Humble ISD, Dr. Roane was the director for a study abroad program in Montevideo, Uruguay. He earned his Ph.D. from the University of Texas at Austin, and certificates of graduate studies from Texas A&M University and the Universidad Católica, Uruguay (Diploma de Perfeccionamiento Profesional en Didáctica de la Matemática). In addition to receiving the Master of Arts and two baccalaureate degrees from Abilene Christian University, Texas, he is a member of multiple professional societies including Sigma Pi Sigma, the National Physics Honor Society, and TODOS: Mathematics for All.

Last Name: Roble

First Name: Amy

Amy Roble's career began as a classroom teacher in a bilingual elementary setting. The next year, Ms. Roble moved to older students- middle school- and taught special education courses in a variety of content areas. From there, she moved into administration and worked at both the middle and high school levels. Currently, Ms. Roble is working in a non-traditional setting with over-aged, under-credited students in which they partner with other agencies to provide total wrap around services to ensure success. Ms. Roble is a member of the National Association of Secondary School Principals, where she has served on both the state level board as well as national task forces for middle level education. In her personal life, Ms. Roble is a mom to three kids: one in high school and twins just starting college.

Last Name: Roof

First Name: David

David Roof is currently an assistant professor, with the Department of Educational Studies at Ball State University. Dr. Roof teaches several courses in social foundations of education. He is currently a project coordinator on a State Department funded partnership between Ball State University and Quaid-i-Azam University in Islamabad, Pakistan. Dr. Roof is a project consultant for a 4-million dollar World Bank funded project. Prior to arriving at Ball State, his work at Minot State University involved administration, grant writing, research, and reporting to funders. As associate director, second in the organizational hierarchy, his administrative duties involved over one hundred employees. He served as North Dakota's external evaluator for Early Reading First. This position required a statewide assessment of the early literacy program with reporting to the U.S. Department of Education. In 2010, Dr. Roof published a national study of abuse and neglect of individuals with disabilities. This national study consisted of collecting qualitative and quantitative data from all fifty states. The Administration on Developmental Disabilities funded the study. Dr. Roof conducted a longitudinal study on struggling readers in a Title-I school in Rantoul, Illinois. The published study funded by the University of Illinois required extensive qualitative, quantitative, and data collection and analysis. His first professional teaching position was in an alternative education program where he worked with students at risk of residential placement in juvenile facilities. It was a federally funded program that required ongoing data collection and analysis.

Last Name: Ross

First Name: Randy

Dr. Randy Ross, who received his Ph.D. from the Pardee RAND Graduate School, currently serves as an independent consultant. From June 2005 through June 2009, Dr. Ross served as the Los Angeles Unified School District Board of Education's first Director of Educational Policy. In the early 1980s, he served as the Associate Director of Planning and Evaluation for the National Urban League in New York City. Beginning the mid-1980s, he served many years as Associate Director of the LAUSD Board's Independent Analysis Unit. In the early 1990s, he returned to RAND to work on the New American Schools (NASDC) Project. Subsequently, he served as Vice President of the Los Angeles Annenberg Metropolitan Project (LAAMP). Dr. Ross is the author of the book, *Government and the Private Sector: Who Should Do What?* (New York: Crane Russak, 1988). Many of his education essays and articles have been published in the Los Angeles Times, Education Week, The School Administrator, and the American School Board Journal.

Last Name: Russell

First Name: Wendy

Ms. Russell has assisted SEA, LEA, and school leaders link education policy (NCLB, IDEA) to practice, assess education programs such as federal grant programs and school improvement initiatives for continuous improvement, and manage complex education programs that required successful collaboration among diverse partners (most recently a Teacher Incentive Fund grant).

Last Name: Salzman

First Name: James

Jim Salzman has been an educator since 1977 in a variety of positions in public schools and higher education in both Ohio and California. He received his B.S. in English Education from Bowling Green in 1976 and taught ninth and tenth grade English near Dayton, Ohio, for three-and-one-half years. In the 1980s, he earned his M.S. in Reading Education from San Diego State and added a K-12 Reading Specialist credential while teaching high school English. He taught in both the English and Education

departments at Akron University while earning his doctorate in secondary education in 1997. From 1999 to 2001 he served as Co-Director of the Northeast Regional Professional Development Center (NRPDC) and Assistant Director of the Greater Cleveland Educational Development Center (GCEDC), providing leadership in professional development for over 72 public school districts. From 2001-03 he was an assistant professor of literacy education in the Department of Teacher Education within the College of Education at Cleveland State University. He became an associate professor with tenure at the beginning of the 2004-05 academic year. From 2003-09, Dr Salzman served as the Director of the Reading First-Ohio Center for Professional Development and Technical Assistance for Effective Reading Instruction. The Center delivered professional development and technical assistance to improve reading instruction for teachers and reading achievement for students in 130 schools in 31 high-poverty districts across the state of Ohio. Since 2009, he has served as the Executive Director of the Stevens Literacy Center at Ohio University.

Last Name: Sanders

First Name: Jennie

Jennie Sanders is an educator with more than thirty five years of educational experiences in public and parochial schools in Maryland and the District of Columbia. Her areas of expertise include comprehensive school improvement, school transformation/school turnaround, effective professional development models, and data driven instruction to improve student achievement. In over 21 years in education, she has served as a principal, Directors of School Improvement, Instructional Supports, and Equitable Services, classroom teacher of gifted learners and students with learning disabilities, LEA Resource and Title I Specialist in Reading and Mathematics, Member of the "Linkages to Learning" Development Committee (Montgomery County Maryland), and Coordinator of Services for Section 504 and ADA. Two major educational accomplishments include her appointment to open a new State of the Art School, and commendation for facilitative leadership of an effective school resulting in the school earning the National Blue Ribbon. She earned educational degrees in Administration, Supervision, Curriculum Development, and Educational Leadership including a Doctor of Education in Educational Administration and Leadership from NOVA Southeastern University, Masters in Administration, Supervision and Curriculum Development from the University of Maryland (College Park), and a Bachelor of Arts in Elementary Education from Bennett College.

Last Name: Schrader

First Name: Tammie

Tammie Schrader is a 7th grade life science and CTE teacher from Cheney Washington. She has been a teacher for 15 years and before that worked on the Shuttle Program for a NASA contractor. She is National Board Certified and currently works as an adjunct professor for Gonzaga University. Tammie has her B.S. in Biology as well as a B.A. in Education from Eastern Washington University. She also has an M.A. from Gonzaga University where she is working on her Ph.D. in Leadership and Educational Policy. Her latest work is around integrating educational video games into science classrooms and teaching students to program.

Last Name: Scruggs

First Name: Lisa

Lisa T. Scruggs is a Partner in the Litigation Department and Government Controversies and Public Policy Practice of Jenner & Block LLP. Clients seek her counsel on matters including commercial, unfair competition, education, civil rights and constitutional law. She also maintains a litigation and counseling practice that focuses on advising education industry clients on how to achieve their policy goals and on a variety of education and school reform law issues. She draws on extensive experience in the education

industry, including serving as Senior Policy Advisor to the Chicago Public Schools' Chief Executive Officer, as well as positions at Business and Professional People for the Public Interest, the Consortium on Chicago School Research and the Chicago Public Schools. Ms. Scruggs has gained experience through her board service on behalf of organizations such as the Ancona School, the University of Chicago Consortium on Chicago School Research (Steering Committee), the Young Women's Leadership Charter School of Chicago, the Mikva Challenge, the Chicago Foundation for Education, and the Just the Beginning Foundation. Ms. Scruggs was named an Illinois Super Lawyer in both business litigation (2012) and schools and education law (2013). In 2011, Ms. Scruggs received the "Commitment to Justice Award" from the Chicago Appleseed Fund for Justice "for her work on education reform in Chicago and throughout Illinois." She has been recognized in the Education Law category in the 2009, 2010 and 2011 editions of Best Lawyers.

Last Name: Sell

First Name: Roger

Mr. Roger Sell recently has served as director of the Institute for School Improvement at Missouri State University. The Institute focuses on partnerships with schools, school districts, community organizations, and postsecondary institutions for the purpose of improving student learning and school effectiveness. As director, Mr. Sell's responsibilities included research and evaluation activities involving: a fee-based cooperative agreement of the Institute with 16 school districts who collaborated in joint professional learning and projects selected by a superintendent-led advisory council; a five-year grant supporting a collaborative partnership to improve student attendance, disciplinary behavior, and academic achievement in two high-poverty elementary schools; a partnership between four teacher education institutions and an LEA for the purpose of strengthening educator preparation and improving student learning in high-poverty schools. Prior to leading the Institute for School Improvement, Mr. Sell served as director of university-based teaching centers located at Ohio State University, the University of Northern Iowa, and Missouri State University. Earlier in his career, Mr. Sell was involved in educational research and development projects and programs at Teaching Research in the Oregon State System of Higher Education, the Graduate School of Education at the University of California-Santa Barbara, and the National Center for Higher Education Management Systems. Mr. Sell has served as President of the Professional and Organizational Development Network in Higher Education and as consultant to federal, state, and local institutions in the U. S. and abroad. He earned his Ph.D. in educational administration and leadership at the University of California-Santa Barbara.

Last Name: Shuldiner

First Name: Benjamin

Benjamin Shuldiner has worked in the field of education for over 15 years as a teacher, principal, and professor. Ben was the founder and, until recently, principal of the High School for Public Service (HSPS), in Brooklyn, NY. Under Ben's leadership, HSPS received numerous awards for its outstanding success. HSPS was named one of the top 50 high schools in New York City by the Daily News and received a Bronze Medal from US News and World Report, putting it among the top schools in the country. In 2010, HSPS was named the top Title I school in New York, the first time a high school has ever won this award. Ben also led innovative projects at HSPS that gained national notoriety, from the creation of a fully functioning acre organic farm to a school-wide grading curriculum focused on mastery and proficiency. Earlier in 2005, Ben had been selected after a nationwide search to receive the prestigious Jefferson Award for Public Service for an Individual 35 Years of Age and Under. Ben has also been an adjunct lecturer at Baruch College, School of Public Affairs. His most recent endeavor is to join City University of New York (CUNY), fulltime, where he will be serving as the Distinguished Lecturer of Education Leadership at Hunter College. Ben received his undergraduate degree from Harvard College, where he graduated Magna Cum Laude, and his MEd from Baruch College.

Last Name: Sipe

First Name: Molli

Molli Sipe is an independent educational consultant from Fairbanks, Alaska. She has over 30 years of experience in the field of education. Ms. Sipe holds a Master's degree in Applied Linguistics from Indiana University and an MAT in Cross Cultural Education from the University of Alaska. Ms. Sipe worked in rural Alaska as a high school teacher and principal-teacher. In Fairbanks she taught ESL to students from a wide variety of first language backgrounds and diverse cultural heritages. She also worked as a teacher of multiple subjects in an alternative school setting. Later Ms. Sipe served as federal programs director in Fairbanks. She reviewed, wrote and supervised several federal grants. Ms. Sipe moved to a remote town in southern California and served as an elementary school principal for high-poverty and ELL students with an emphasis on improving the support systems. In recent years, Ms. Sipe worked with three rural Alaskan districts as a lead technical assistance coach through the Alaska Department of Education and Early Development, supporting low performing districts in all domains of improvement. Ms. Sipe holds endorsements in administration and teaching in Alaska and endorsements in California, including lifetime administrative and the CLAD endorsement. She served previously as a peer reviewer to the US Department of Education for competitions including bilingual education grant programs and Teaching American History programs.

Last Name: Slavin

First Name: Sarah

Ms. Slavin currently serves as the Education Program Officer at the Lloyd A. Fry Foundation in Chicago, overseeing a portfolio of nearly 60 organizations and an annual grant-making budget of approximately \$2.2 million. Prior to her work at the Fry Foundation, Ms. Slavin led Teach Plus as the Executive Director in Chicago, a nonprofit that provides training to early career teachers in urban schools, and provides all teachers opportunities to impact education policies affecting their classrooms. Ms. Slavin's career includes a broad range of experiences, including more than ten years working directly with diverse stakeholders in Chicago Public Schools (CPS). Most recently, she served as the Academic Initiatives Manager in the Office of Teaching and Learning at CPS. In this role, she led the redesign of specific, measurable CPS Learning Targets in a variety of subject areas. Ms. Slavin also led a team that worked on the Common Core State Standards Initiative and served as a senior data analyst for the district, working to drive data-based decision making and providing data to principals to do so. In addition to her administrative duties, Ms. Slavin spent several years in the field working as a school improvement coordinator directly impacting hundreds of schools in Chicago. Ms. Slavin holds a bachelor's degree in Broadcast Journalism and Communications Studies from Northwestern University.

Last Name: Smith

First Name: Cheryl

Cheryl Smith currently serves as the principal of Strathmore Elementary School within the Montgomery County Public School district in Maryland. Prior to her tenure at Strathmore, Ms. Smith was a principal intern and assistant principal in urban and suburban schools with needs varying greatly from acceleration to intervention. Additionally, she co-wrote a 21st Century Community Learning proposal for a STEM-based afterschool program and was awarded over \$600,000, which was the only elementary school proposal awarded by the Maryland State Department of Education. In her capacity as a school administrator Ms. Smith oversees the instructional program to ensure students are achieving success in all content areas daily. Ms. Smith also oversees the local school budget - ensuring that funds are allocated appropriately increasing resources for her staff (to build their capacity) and her students (to meet their learning needs). They are consistently monitoring data through the district's data warehouse (myMCPS)

as well as the school's strategic monitoring tool, which houses all students' state assessment scores, the latest reading running records, and math formative scores. Ms. Smith also chairs special education meetings for general education students and for those students in the specialized programs such as School Community Based, where students have severe cognitive and physical challenges. Finally, Ms. Smith also oversees (co-chairs) the behavior management programs to ensure that students' socio-emotional needs are being identified and addressed appropriately. Such programs, Positive Behavior Interventions and Supports, Second Step, and class meetings impact the climate of the school for all stakeholders.

Last Name: Smith

First Name: Joanne

Through her 40 years of work in the field of education, Joanne Smith has gained strengths that she is able to apply to the grant application review process. Joanne Smith's education and experiences in the area of human resources and guidance counseling have given her a wide baseline of understanding of the world of work and many facets of human nature. Working with students who were experiencing at-risk behaviors as well as adults with family and health issues has given her a compassion for addressing the needs of all. This understanding will assist me in reviewing grant applications that deal with a diverse variety of needs. Ms. Smith's experiences have given her the ability to work with others effectively. Whether she is working with adverse confrontation in contract negotiations or problem-solving leadership teams, Ms. Smith is able to work with others to resolve issues and promote positive communications. This has assisted me in working with others to reach agreement on grant reviews. Her writing skills have been honed through her work as a language arts instructor as well as her experiences through her graduate studies. Ms. Smith has used these writing skills for successful grant writing for schools and other non-profit organizations. These experiences give her the ability to discern quality written communication. Her understanding of budget issues has been demonstrated through her work as a school administrator. She has managed budgets for two public school districts over a seven year period. Ms. Smith has also addressed site-based budgets for several years as a building principal.

Last Name: Smith

First Name: Pam

Born in Marianna, Florida, Pam Smith is a native Floridian. Smith has taught both middle and high school social studies and language arts courses in traditional and online classrooms. As a college instructor, Smith has taught both reading and English courses in traditional and online environments. Although her teaching career has spanned twenty-nine years, her work with the US Department of Education (ED) was Smith's most fulfilling experience as a recipient of ED's Classroom Teaching Ambassador Fellowship in 2010. Smith is also involved in Holocaust and peace studies with students and community. Pam is currently teaching online for Embry-Riddle and Troy universities while also serving as a drop-out teacher at Choice High School (Fort Walton Beach, Florida). Pam earned a BA in English Education from the University of West Florida and graduate degrees in public administration and gifted education from the University of Alabama. Throughout her life, Pam has loved the piano, the beach, and northwest Florida- especially her town of Niceville. Pam has two sons- Matthew, 36, and Stephen, 33.

Last Name: Sourdut

First Name: Ludovic A.

Ludovic A. Sourdut, Ph.D. is an assistant professor in Curriculum and Instruction in the College of Professional Education at Texas Woman's University where he teaches credential and graduate level courses in education. Prior to his experience in academia, he taught at all levels (elementary through college), in various settings (urban, suburban and distance education). Dr. Sourdut's current research

focuses on the pedagogical possibilities television programming offers teacher education. Other research interests include curriculum studies, public pedagogy, educational technology, multicultural education and serving the needs of English Language Learners. His work recently appeared in *The Pedagogy of Pop: Theoretical and Practical Strategies for Success*, in the *Handbook of Public Pedagogy*, in the *Journal of Cultural Research in Art Education*, in *Texas Trends* and in *Linguistic and Cultural Considerations for English Language Learners*.

Last Name: Stanford

First Name: Jacqueline

Dr. Jacqueline Stanford received her masters and doctoral degrees from the University of Cambridge, where she also completed her post-doctoral research fellowship. While at Cambridge, she was the recipient of numerous awards for research, including an Economic and Social Research Council (ESRC) award both for her PhD studentship and her Post-doctoral Research Fellowship; she was the first recipient in the Cambridge School of Education of the ESRC Post-doctoral Fellowship. Dr. Stanford's expertise lies in the area of race, research and school improvement, especially as these relate to underserved and alienated communities. She has worked at the national policy level on school improvement and reform, and school leadership initiatives for the English (UK) Department of Education in conjunction with the National College for School Leadership. She also has experience working for the US Department of Education as a consultant peer reviewer on school reform proposals. Her international profile also includes teaching at the secondary school level in Jamaica, and at the higher education level at Cambridge University and Kennesaw State University, Georgia, USA. In addition to her academic expertise, Dr. Stanford has modeled innovative approaches to community engagement and development through education.

Last Name: Stanislaus

First Name: Yolanda

As an instructional leader Ms. Stanislaus has motivated her staff to ensure a high quality instructional program for all children. She has over nineteen years of teaching and leadership experiences at the elementary school, middle school, and high school levels in Montgomery County Public Schools and New York City Public Schools. Ms. Stanislaus continues to analyze and develop her instructional leadership practices in order to work collaboratively with students, staff, and families to continue to increase student achievement. In her role as a principal and instructional leader, Ms. Stanislaus uses her knowledge of differentiation, data analysis, effective monitoring of the curriculum, parent involvement and school policies and procedures to contribute to the positive growth and development of students, staff, and all family stakeholders. She is currently a principal at the middle school level.

Last Name: Stanley

First Name: Jewell

Jewell Stanley holds a Master of Education degree in Education Administration and Supervision and has eighteen years of experience as a school administrator and educator. Ms. Stanley has served as a principal of a rural, Title I elementary school for ten years. Her chief responsibility included serving as the instructional leader. In addition, Ms. Stanley worked to implement before and after school programs that would enhance the curriculum taught during the school day to improve student learning. Using research based strategies she helped teachers develop techniques to improve student achievement in order for the school to make great strides in reaching adequate yearly progress. While serving her tenure as principal, Ms. Stanley implemented an afterschool program which served students as well as the community and families. The program sought to engage community and families through offering well attended parenting academies and adult education classes. There was a 75 percent success rate with parents and community members earning their GED through the adult education classes. Participating

students were given educational and cultural enrichment opportunities which aided in student growth. Her current work with the state education agency provides guidance and support to local education agencies in analyzing and managing district programs to promote academic achievement of all students. Her current duties include interpreting state/federal statutory and regulatory requirements relative to the operation and administration of state and federal programs, conducting grant process for federal and state education programs, and interpreting state/federal statutory and regulatory requirements relative to the operation and administration of state and federal programs.

Last Name: Stoakes

First Name: David

Dr. David Stoakes recently retired after a 36 year career in PK-12 education in the state of Iowa. He received his doctorate in Educational Leadership from the University of Northern Iowa, and served as a school administrator for 31 years in four Iowa School Districts. The last nine years before retirement Dr. Stoakes served as the Superintendent in the Grinnell and Cedar Falls School Districts. As Superintendent his leadership was focused on changing the teaching/learning nexus, and the re-allocation of scarce resources. Dr. Stoakes has considerable experience with U.S. Department of Education grants securing over \$10 million in grants for the Grinnell and Cedar Falls School Districts. Post retirement educational activities include serving on a state-wide taskforce commissioned by the Iowa Legislature on Teacher Leadership and Compensation, teaching for the Iowa Schools Finance and Leadership Consortium, serving as a consultant for the McPherson and Jacobsen Executive Recruitment firm of Omaha, Nebraska, and RSP and Associates, Olathe, Kansas.

Last Name: Stowe

First Name: Melany

Melany Stowe has been a public educator for seventeen years including experience teaching at all three grade levels as well as the post-secondary level. Stowe has received several state and national awards for her efforts to increase educational access during non-school hours and to increase family engagement including recognitions by the Virginia Department of Education, National School Boards Association, and ASCD. Stowe has proven success in the development, management, and evaluation of grants. She has served as a peer reviewer for the USDOE, VDOE, and AmeriCorps. Grants she has experience reviewing include Investing in Innovation, Race to the Top, School Turnaround, and 21st CCLC. Stowe has served in a variety of administrative roles in public education. Major projects of which she has provided leadership include the Henry County Public Schools Explore Camp, a free one-week summer camp focused on STEAM topics and the development and exposure to career clusters for students in grades 4-8; an iPad checkout program to address the digital and technological access gap; and the Career Hub, a mall-based program focused on providing students and families with access to information relative to college and career preparation. Mrs. Stowe has authored several books and has been featured in several educational publications.

Last Name: Stubits

First Name: Linda

Linda Stubits earned a doctoral degree in Educational Administration from Widener University, a Master of Arts degree in Educational Leadership, and a Master of Science degree in Instructional Technology from Lehigh University. She retired from public education in 2010 following a four decade career as a classroom teacher, teacher of the gifted, technology coordinator, building administrator, assistant superintendent, and school board director. Dr. Stubits taught undergraduate and graduate courses at Wilkes University, Lehigh University, and most recently at Kutztown University. Her curriculum expertise spans the pre-school through post-secondary realm in educational arenas such as: data analysis,

federal and state grant management, development of early childhood standards, bullying prevention, pre-service teacher programs, and educational leadership initiatives. Dr. Stubits has written and managed private, state, and federal grant programs. Dr. Stubits maintains leadership positions on local, state, and national boards. Her research in early childhood gender equity earned her a presenter spot at the American Education Research Association conference.

Last Name: Stump

First Name: Marie

Marie Stump is an elementary (K-6) school principal. She has served as a site administrator for the 10 years, and has worked in the field of education for the past 26 years. Marie Stump has a background in early childhood education, holds a B.S in Organizational Leadership and M.S. in Instructional Leadership in Curriculum and Instruction. Her focus and mission as an instructional leader has been on creating a nurturing and supportive learning environment for all students, working with stake holders to provide the most effective learning opportunities with focus on increasing student achievement and closing the achievement gap. She has worked to maintain a school wide Enrichment Program with focus on art, music, dance and drama. As a classroom teacher, she was a Mentor to teachers new to teaching profession, she served as a Beginning Teacher Support Provider (BTSA) and grade level Team Leader on school and District leadership teams. She was honored, as the Teacher Tribute Nominee of the year. Marie Stump has served on Language Arts, Math and Science curriculum adoption committees and was instrumental in development and full implementation of District wide Standards Based Report Card, and District Common Assessments. She regularly conducts staff development and training during District-wide Professional Development Days in areas of: Technology, Differentiated Instruction, Brain Research, and Reading Comprehension Strategies. Marie Stump is active in many professional associations and has received regional Association of California School Administrators Leadership and Outstanding Site Principal award.

Last Name: Suarez

First Name: Nancy

Nancy P. Suarez began her educator career over a decade ago and has since worked with diverse student populations at the elementary, middle, and high school level. Her experience also spans traditional public schools as well as charter schools. During Ms. Suarez' tenure at the district level, she served as a Reading Coach providing support to teachers and staff through various professional development activities, model lessons and classroom walkthroughs at low-performing charter schools identified by the State of Florida Differentiated Accountability. Currently, Ms. Suarez serves as a peer reviewer at the district level. Previously, she has served as a first grade teacher, Reading Department Chairperson, and reading designee of the school based Common Core State Standards School-based team. Through that role, she provided on-going support and professional development to her colleagues during the implementation of the Common Core State Standards in her school district. Ms. Suarez received her Bachelors of Science degree from Florida International University in 2001. She earned her Master of Science degree in Educational Leadership in December of 2008 from Nova Southeastern University. Ms. Suarez holds current certification in The State of Florida in Elementary Education Grades 1 – 6, ESOL K- 12, Middle Grades English (Grades 5 – 9), Reading Endorsement K-12, and Educational Leadership K-12. She is a Master Trainer for Florida Assessments for Instruction in Reading (FAIR). Ms. Suarez has served as a peer reviewer for the Florida Department of Education and RTT-D.

Last Name: Sweet

First Name: Bricca

Bricca Prestridge Sweet began her involvement in educational change initiatives as a Teacher Corps intern and a VISTA volunteer in Idaho, where she earned her BA in Elementary Education from Idaho

State University. Dr. Sweet holds an M.A. in Human Resources Management from Pepperdine University and an M.A. in Educational Administration from American University. Her doctorate in Educational Leadership is from Appalachian State University. Dr. Sweet served in the US Army as a Military Intelligence officer, retiring as a Lieutenant Colonel. She focused on improving training programs and restructuring organizations during most of her military service, during which she was also deeply involved in procurement, contracting, and complex organizational development. Dr. Sweet worked with educational equity issues in South Carolina, particularly focused on accountability and program audits. Her research and practice particularly targets low-income and rural family and community engagement in public education. Dr. Sweet has taught both undergraduate and graduate education courses for American University, the University of Maryland, and Appalachian State, and has presented at multiple state, regional, and national conferences. She served as the Grants Officer for Watauga County Schools, Boone, NC, for seven years before establishing an independent consulting organization, providing design, grant-seeking, implementation, evaluation, and sustainability assistance, focusing on authentic experiential learning and family engagement in active school and community collaboration. She now directs the Statesville Housing Authority's Family Development Division, where she has worked with grant-funded enrichment initiatives for high needs low-income students and their families since 2008.

Last Name: Thierer

First Name: Kari

Kari Thierer has dedicated her entire professional career to supporting innovation and school reform. During her career, she has served as the National Director for Big Picture Learning schools, as well as the Director for the School Reform Initiative. She has worked with schools and districts across the country, supporting their innovation and reform efforts, with a mission to help transform schools to serve all students. Her work has included curriculum writing, innovative program design, implementing professional development programs and supporting the development of authentic assessment systems. Additionally, she has worked in partnership with foundations and school networks to demonstrate innovative school designs and curriculum practices. She also works with organizations to demonstrate ways to support positive student outcomes, while also informing and pushing for education policy changes at the district, state and federal level. She has a Master's degree in Education Administration, and is currently working towards her Doctorate at Northeastern University. Kari resides in Olympia, WA.

Last Name: Underwood

First Name: Susan

Susan Underwood has over thirty years of experience in the education field. Her professional experience includes years of being a classroom teacher, director of after-school programs, director of summer JTPA programs, state-level program coordinator for state and federal grant programs, working with charter schools, and educational consultant for non-profit organizations. Ms. Underwood has served in various educational leadership roles on state and national boards for family literacy; homeless children and youth; early childhood; child abuse, rape, and domestic violence; art and music therapy; and School of the 21st Century. She has a bachelor degree in Elementary Education from the University of New Mexico and a master's degree in Early Childhood Education with an emphasis in reading from the University of Arkansas at Little Rock.

Last Name: Valdez

First Name: Gilbert

Gilbert Valdez has a Ph.D. degree from the University of Maryland and has participated in post-doctoral work at Stanford University. Before his retirement in October 2005, he was Deputy Director at the North Central Regional Educational Laboratory/Learning Point Associates, Director of the Mathematics and the

North Central Science Consortium and the North Central Regional Technology Consortium for thirteen years. Before that he was Manager of the Instructional Design Section at the Minnesota Department of Education for fourteen years. Some of the major responsibilities of this section were instructional design, technology, media, staff development, early childhood, gifted education, as well as the statewide instructional effectiveness efforts. The section also had oversight budgetary responsibility for Chapter I, Migrant Education and Limited English Proficiency programs. Before that he was a teacher and administrator with the Montgomery County Public School, Montgomery County, Maryland for nine years. In 2006-2007, he consulted and conducted evaluations for the States of Wisconsin, Illinois, Texas and South Carolina. In addition, he had smaller consulting contracts with several school districts during those years. At the national level, he was the chair and a 2 year member of the ASCD Nominations committee, the chair and a three year member of the Publications Committee and the chairman of the 1991 national conference in San Francisco.

Last Name: Wagoner

First Name: Bridgette

Bridgette Wagoner began her career teaching high school Language Arts at Malcolm Price Laboratory School at the University of Northern Iowa. She currently serves the Waverly-Shell Rock (Iowa) School District as the Director of Educational Services, overseeing curriculum, professional development and assessment. Bridgette earned a BA in English Teaching, an MAE in Educational Psychology, and is pursuing an EdD in Educational Leadership—all from the University of Northern Iowa. Bridgette's work at the local level is focused on ensuring alignment among content, instruction, and assessment so that every student graduates ready for college, career, and life. Waverly-Shell Rock provides a technology-rich learning environment with 1:1 iPads for students in grades 5-12.

Last Name: Wardrip

First Name: Peter

Peter Wardrip is an educational researcher at the University of Pittsburgh and the Learning Research and Development Center. He is also a Ph.D. candidate in the Learning Sciences and Policy department. Peter has been extensively involved in research and technical assistance projects supporting curricular and instructional improvement in K-12 public schools in Chicago and Pittsburgh. Peter's current research focuses on the ways teachers use data about students to guide their instruction. Peter's research has been published in a variety of journals and presented at national meetings. Long involved in education, Peter has also been a high school Latin and reading teacher and a teacher trainer in the Peace Corps.

Last Name: Weischadle

First Name: David

Dr. David E. Weischadle is a Professor Emeritus of Education and served as a member of the graduate faculty at Montclair State University in the College of Education and Human Services, Department of Counseling, Human Development, and Educational Leadership. A full professor, he has also served as department chairperson, program coordinator of the Master of Arts program in Educational Administration and Corporate Training (Human Resource Development) and Follow-Up Studies Coordinator for the School. Dr. Weischadle taught in both the corporate training program as well as in the Educational Leadership program. Dr. Weischadle served as Visiting Fellow at the Woodrow Wilson School of International and Public Affairs, Princeton University. He holds a doctorate as well as master and bachelor degrees from Rutgers University. Dr. Weischadle's teaching and research specialties include the following: management, supervision, human resource development, employee training, management development, systems analysis, organizational analysis and development, program planning and evaluation, budgeting and strategic planning, computer applications, instructional systems design, proposal and grant development, public policy, staff training programs, and communications. Dr.

Weischadle has served as a consultant to numerous public and private organizations, agencies, and institutions at the local, state, and national level, using his experience in business, education (teacher and urban school administrator), and the military to advise in the areas identified above. In addition to teaching, research, and consulting, Dr. Weischadle has written extensively for leading journals. He has also written for such noteworthy newspapers as The New York Times, The Philadelphia Inquirer, and The Christian Science Monitor as well as a number of state and local periodicals.

Last Name: West

First Name: Richard

Richard West is a member of the Instructional Psychology and Technology faculty at Brigham Young University, where he teaches courses on instructional design, academic writing, program evaluation, and instructional technology for pre-service teachers. His primary research focuses on environments that support collaborative innovation. He has developed a framework that has won multiple scholarship awards from the Association of Educational Communications Technology (AECT), and has published articles in top journals in creativity psychology, education, and instructional science. His secondary research foci are developing online learning communities and K-16 technology integration. He has received awards for his scholarship from divisions in AECT and the American Educational Research Association. He has also served as an external evaluator, consultant/instructor, or member of an evaluation team for grants related to technology integration and STEM professional development. His clients have included school districts, universities, and private companies, including the following projects: the eMath project aimed to develop and evaluate advanced math development training for school teachers; the Georgia Teacher Success Model, which used advanced video-based technologies and data collection methods to collect and analyze teacher performance; Jefferson City Schools Math Science Partnership, which used professional development to transition teachers to cognitive-based teaching strategies; DigitalXPress (Clemson University), which used web technologies to facilitate peer review in elementary language arts classes; and Smart Schools Initiative (Multiple schools in Utah), which is implementing iPads and web technologies to improve student engagement and learning.

Last Name: White

First Name: Carole

Carole D. White is a coach, trainer, and professional development expert skilled in using data to support systematic improvement in instruction and student learning. She is experienced in data collection, analysis, & reporting; alignment of state and Federal content and achievement standards and assessments; and the design and implementation of state and district student identification and accountability systems. Carole began her education career as a mathematics instructor. From 1987 to 2002 she served the Delaware Department of Education in numerous areas including assessment, accountability, school improvement, management information, professional development, and Title I services. From 2002 to 2009 Carole was the Coordinator of the Comprehensive Assessment Systems State Collaborative for the Council of Chief State School Officers and participated in the Accountability Systems and Reporting, Formative Assessment, and Technical Issues State Collaboratives. In 2002 she was selected by the National Center for Education Statistics' NAEP State Service Center as one of eight national Coaches to provide professional development, support, and technical assistance to states regarding NAEP administration, data analysis and reporting, and assessment literacy. Carole has also served as a peer reviewer and Title I monitor for the United States Department of Education. She is currently the managing partner in CDW Associates, an educational service provider that supports education reform from schoolhouse to statehouse.

Last Name: Whitworth

First Name: Jerry

Dr. Jerry Whitworth has 17 years of experience working in schools as an English and Speech teacher at the high school level, a special education teacher in middle school, and as a special education director and school superintendent for school districts in Kansas and Missouri. He also worked as a special education supervisor for the Missouri Department of Elementary and Secondary Education and as the Manager of Program and Personnel Development for the Illinois State Board of Education. Before coming to TWU in the Fall of 2006 he spent 10 years as Professor and Chair of the Teacher Education Department at Abilene Christian University. He is currently the Past-President of the Texas Association of Colleges for Teacher Education and a Past-President of the Texas Council for Exceptional Children. From 2006-2012 years he was the Associate Dean for the College of Professional Education at Texas Woman's University (TWU) and he is currently Professor of Education at TWU. Dr. Whitworth has consulted with a number of school districts and universities on issues related to grant writing, teacher preparation, accreditation, school improvement, college and career readiness, and special education. Dr. Whitworth has published over 30 articles, books, and book chapters on topics related to education. His research interests include the effective preparation of teachers, strategy instruction for students, and creating more inclusive schools. He plans to continue his work in developing resources to help general education teachers work more effectively with students who are at risk.

Last Name: Wiley

First Name: Janis

Janis C. Wiley, Ed. D. Janis C. Wiley serves as Campus College Chair for the College of Education, University of Phoenix St. Louis, with administrative responsibility for all aspects of the teacher preparation programs. A former urban public school teacher, principal, and associate superintendent, her primary interests lie in the areas of urban education, character development, and social justice.

Last Name: Wilson

First Name: Joseph

Joseph M. Wilson, J.D. attended public schools in New Jersey and Delaware, and earned degrees from Amherst College, University of Pennsylvania, University of Southern California, and Harvard. Before becoming a high school principal, he taught high school, college, and graduate school, worked as a trial lawyer, served in state government, and on a school board. From 1994 through 2004, Joe was Principal of an inner city, magnet high school, Baltimore City College High School. During his tenure, "City" earned many honors including: Newsweek "Top American High School," Gates Foundation's "Breakthrough High School," Maryland and US Department of Education's Blue Ribbon School of Excellence, and Maryland Character Education High School of the Year. The Toronto National Post labeled City an "almost perfect school," and Baltimore Magazine named Joe a "Baltimorean of the Year." Joe served as Principal of Ithaca (NY) High School from 2004 through 2009. He led the implementation of several initiatives including a rubric-based discipline system, Link Crew, AVID, the Tripod Student Survey, and Professional Learning Communities. Each of Joe's years, IHS was a Newsweek "Top American High School" raising its student achievement index by ten percent and its equity-excellence score 32 percent. Since retiring, Joe has served as a Race to the Top Peer Reviewer, consulted on school leadership matters, and is joining the board of an Ithaca-based charter school.

Last Name: Winn Tutwiler

First Name: Sandra

Dr. Sandra Winn Tutwiler has been an educator for over forty years. She completed a Ph.D. in Educational Foundations and Policy Studies at the University of Texas at Austin and is currently a teacher education professor at Washburn University in Topeka, Kansas. Dr. Winn Tutwiler also taught at

Hamline University in St. Paul, Minnesota. She served as chair of the education department at both institutions. She worked collaboratively with urban school districts in both St. Paul-Minneapolis, and Topeka while teaching future and practicing teachers. Prior to pursuing a career in teacher education, Dr. Winn Tutwiler served as a teacher and/or counselor at the elementary, junior high, high school, and community college levels. In addition to teaching in higher education, Dr. Winn Tutwiler has been involved with the review and evaluation of programs at the university, state, and national levels for over ten years. She is the author of "Teachers as Collaborative Partners: Working with Diverse Families and Communities," and is currently working on a book titled "The Fifth Minority: Mixed-race Youth and Schooling." Dr. Winn Tutwiler has published chapters in "Invisible Children in Society and Its Schools," S. Books (Ed.), and "Home-school Relations," M.L. Fuller and G. Olsen (Eds.). She has served as guest editor to special themed educational journals and has published articles in educational journals as well.

Last Name: Wolfe

First Name: Diane

Diane Wolfe currently serves as Director of Distance Education, Federal Programs, and Instructional Materials for Educational Service Unit #2 in Fremont, NE. Diane holds a bachelor's degree in elementary and special and education from Morningside College and a master's degree in technology integration and administration from Wayne State College in Wayne, NE. Diane is married and has two grown children and a very spoiled Golden Retriever named Maggie.

The following Peer Reviewers attended training but did not review District applications.

Last Name: Adams

First Name: LaTricea

LaTricea Adams is a former Spanish teacher of 5 years and current Assessment & Data Specialist at Cesar Chavez Public Charter Schools for Public Policy. She has a rich background of educational expertise specifically in the area of 2nd Language Acquisition. Ms. Adams is a terminal doctoral candidate at Tennessee State University in Administration and Supervision defending the topic: “La lengua es la oportunidad... Increasing Post-Secondary Access through Advanced World Language Studies for African American Students Attending Urban Schools”. She received a BA in Foreign Languages from the University of Memphis, Masters of Arts in Teaching (MAT) from Belmont University, and an Ed.S. from Tennessee State University. LaTricea Adams is a very accomplished educator from being named as a Phi Delta Kappa Emerging Leader and Kappa Delta Pi’s Teacher of Honor. She was also a member of the 2010 Toyota International Teaching Program to Costa Rica cohort. LaTricea has also presented at various conferences and workshops around the country on 2nd Language Acquisition, Secondary Educational Leadership, and Data-Driven Instruction.

Last Name: Agoda-Koussema

First Name: Komi

Komi Agoda-Koussema began teaching in September 1986 after graduating from college with a master's degree in English Linguistics. He taught at the intermediate and high school levels in Gabon, Central Africa from then until June 1988 when he immigrated to the United States. In September 1989, Dr. Agoda-Koussema started teaching for the New York City Department of Education where he has taught at several schools from the junior high school level through graduate school in New York City. Currently, he is teacher of ESL at Curtis High School on Staten Island. He has served as an adjunct professor of education at Long Island University in Brooklyn, where he mentored graduate students in TESOL Methodology. Since September 2011 to present, Dr. Agoda-Koussema has taught as adjunct professor of education in the graduate division of Touro College where he teaches multicultural education among other courses. He has also worked as scorer of the New York State Teacher Certification Exams Content Specialty Test in ESOL with the New York State Education Department and Evaluation Systems Group of Pearson in Malta from September 2007 to present. From 2000 to present, he has worked with the New York State Department of Education and Questar to develop the New York State English as Second Language Assessment Test with several committees in Albany, New York. He earned a doctorate in Educational Leadership from University of Sarasota, Florida in June 2009. His professional interests include assessment, second language acquisition and teacher education.

Last Name: Akard

First Name: Jena

Jena Akard has over 10 years of educational experience in various capacities. She is a National Board Certified Teacher in Early/Middle Childhood Literacy and named a RODEL Aspiring Principal. She earned a Masters in Educational Leadership and Bachelors in Elementary Education. In the fall of 2013, Ms. Akard became a member of the AZ Teacher Solutions Team. More than half of her career took place in Title I schools, serving high-need students and their families. She has experience as a kindergarten and first grade teacher, Reading Specialist, Instructional Coach, Writing Coach and an Assistant. She have also served on a variety of committees including application review committees, district reform and school level operations. She has attended turnaround school trainings and worked with school leadership to incorporate those strategically proven plans. Currently, Ms. Akard is an Adjunct Faculty member for Paradise Valley Community College working with K-12 pre-service teachers.

Last Name: Anido

First Name: Leslie

Leslie Anido's entire career in education has been dedicated to providing students with equal access to learning experiences regardless of their cultural background, current abilities or academic history. Ms. Anido has collaborated with students, parents, teachers, administrators, community leaders, and local universities to develop educational curriculums that meet the needs and interests of individual students. She is fully informed and current on the California State Standards (and now Core Curriculum), the district pacing guide, and the Local Education Plan allowing her to develop comprehensive Individualized Education Plans which provide students with academic opportunities that meet their learning style. Ms. Anido utilizes a variety of evaluation tools (authentic assessments, classroom work, formative and summative assessments, etc.) to continually update and modify her teaching practice. The two areas that she continually strives to develop in her academic program are access to curriculum and communication through assistive technology and the development of background knowledge through real-life experiences.

Last Name: Avery

First Name: Laureen

As Director for the Northeast Region of UCLA's Center X (2006 – present) Laureen Avery oversees a number of program evaluation and technical assistance projects designed to improve outcomes in public K-12 schools across the nation. Her primary expertise is in the use of evidence and data to drive program improvement in low-performing schools, using past performance to understand what is likely to work (or not) in the future. Ms. Avery is currently working on a project that networks 13 high schools across New England as they strive to increase personalization and improve college and career readiness. As the project evaluator she visits each site at least twice per year and participates in project steering committee meetings so she is intimately familiar with the mechanisms and approaches used across the sites. She has also served as evaluator for a number of whole school and whole district redesign/improvement projects, again each opportunity provides her with an opportunity to learn more about the mechanisms underlying effective change in public schools. Prior to Center X, Ms. Avery spent ten years working with Brown University in the Regional Laboratory System, performing very similar types of work. She holds a B.S. from Cornell University and an M.Ed. from Rhode Island College, as well as an advanced Certificate of Evaluation Practice from The George Washington University. She is an experienced grant reader.

Last Name: Babrow

First Name: Daphne

Daphne Babrow is employed with the U.S. Department of Health and Human Services (DHHS)/Administration for Children and Families/Office of Head Start/Region IV as Program Specialist. Prior to being employed by DHHS, Daphne worked for the University of Washington, National Center on Quality Teaching and Learning (NCQTL) as the Regional Field Specialist for Region IV. Daphne also was the Unit Director for Comprehensive Child Health Services with the Georgia Department of Public Health/Maternal and Child Health Program. Within the Department of Public Health, she also was the Georgia Early Childhood Comprehensive Systems (ECCS) Program Manager; the Children 1st Program Coordinator; and the State Interagency Coordinating Council Coordinator for the Part C Early Intervention Program. Dr. Babrow also has taught public school; taught infants and toddlers; has been a parent advisor for families with children with sensory impairments; has managed a Head Start center; been a community educator and was an adjunct early childhood faculty member. Dr. Babrow holds a Bachelor of Science from Tulane University in Psychology/Early Childhood Education, a Master of Education in Early Childhood Education from the University of Montevallo, a Master of Public Health in Maternal and Child Health from the University of Alabama at Birmingham and a Doctor of Philosophy from Auburn University in Human Development and Family Studies.

Last Name: Bailey

First Name: Adrienne

Adrienne Y. Bailey has worked in the fields of education and social policy at the local, state, national and international levels. She is currently a Senior Consultant with Stanford University's Center for Opportunity Policy in Education/LEADS where her primary assignment is working with leaders in the Dallas school district. She also serves as a consultant to the Panasonic Foundation and Cornerstone Literacy. Prior work includes serving as (Executive Leadership of Educators)ExEL coach at Harvard University where she concentrated on improving teaching and learning in the Worcester public schools and Program Manager at the Stupski Foundation with responsibility for strategic implementation in the areas of accountability, literacy, communications/community engagement and leadership development in East Baton Rouge and Cleveland school districts. Previously, Dr. Bailey was Study Director for the Standards and Assessment Partnership, Consortium for School Research, University of Chicago; Senior Consultant, Council of Great City Schools; Deputy Superintendent/Instruction, Chicago Public Schools, and Vice President for Academic Affairs at the College Board. Dr. Bailey has served as a consultant for numerous projects focused on equity and systemic reform involving local educational agencies in the US, JA and Namibia. Her background includes work at the Chicago Community Trust, Northwestern and Xavier universities and the IL Governor's Office. She served 8 years as a member of the IL State Board of Education and President of the National Association of State Boards of Education. Dr. Bailey has written and spoken widely on issues of academic standards, assessments, equity and aligned instructional systems. She earned an M Ed from Wayne State University and her PhD from Northwestern University.

Last Name: Baker

First Name: Cheryl

Cheryl Baker has an extensive experience in the world of education. She worked for 14 years as a K-12 public education teacher. Currently, Ms. Baker is the Director of Graduate Recruitment and Outreach at Plymouth State University in NH. Ms. Baker's work requires that she be aware of research-based best practices in education. She spends time in the field working with school superintendents and principals to determine ways to integrate best practices within their schools. This is accomplished through continuous professional development and connecting with the NH Department of Education.

Last Name: Balu

First Name: Raj

Raj K. Balu retired from the Chicago Public Schools, in April 2006, after serving the district as a senior administrator of the Office of Language and Cultural Education, for over 22 years in varying capacities. During his 35 plus years of career in education he has been involved as grants and budget administrator, K-12 English Language Learner (ELL) curriculum and instruction policy development specialist, supervisor of resource centers, developer of student assessments and online student data systems, career ladder and teacher/administrator professional development coordinator, and administrator of student assessment, data analysis and reporting. His final duties, before retirement, included administration of the assessment, accountability and data management of Title III Language Instruction and immigrant education programs of the district. He has been a full-time (and later, part-time) professor at Governors State University and a part-time faculty member of DePaul University teaching graduate courses in educational administration (school principal certification) curriculum/program evaluation, research methodology and middle school level psychology since 1976. Raj's additional professional activities in the past include active participation as a standing member of the Illinois Measure of Annual Growth in English (IMAGE) Advisory Committee from its inception in 1995, ELL Assessment Task Force of the Council of Great City Schools (CGCS), ELL advisory task forces (Brain Trust) of the Council of Chief

State School Officers (CCSSO), the Assessment Equity Network of the Educational Testing Service (ETS), committees of National Association of Bilingual Education, Office of English Language Acquisition (OELA) and ELL/IEP Accommodations Review Committee for the National Assessment of Educational Progress (NAEP). He was a Peer Review Panel member for the RTTD-2012 competition.

Last Name: Banks

First Name: Stacie

For the past ten years, Stacie Banks has been a teacher at Desert Edge High School in Goodyear, Arizona. As both an English and social studies teacher, she has had the opportunity to teach everything from a class she designed for at-risk students to Advanced Placement courses. Outside of the classroom, Stacie served as a department chair and on multiple committees. She has worked on curriculum and assessment writing for both the LEA and ADE, including recent work on PARCC-type assessments for ADE. Recently, Stacie was tasked with a needs analysis for a school-wide improvement plan. Her recommendations resulted in the development of a district-wide change in the mathematics instruction, the implementation of a program to identify and monitor at-risk students and a program to involve the community and parents in preparing all students for a productive life after high school. Stacie has been selected to participate in seminars offered by the Office of the Historian at the House of Representatives, Gilder Lehrman and The National Endowment for the Humanities. This fall, Stacie will present a work shop at the annual convention for the National Council for the Social Studies entitled Uncovering Nixon's Secrets: Using Primary Source Documents for Inquiry Based Learning.

Last Name: Beal

First Name: Brittany

Brittany Beal is a mathematics educator and consultant. She has been working in mathematics education for 10 years and has taught Kindergarten through post-secondary students at educational institutions in Ohio, Kentucky, and the District of Columbia. She is currently working as a mathematics education consultant with the focus of curriculum development in conjunction with the DC Region of the Network for Teaching Entrepreneurship where she is leading a team of teachers in piloting a curriculum that will elevate students' proficiency levels in mathematics through the real world application of entrepreneurship.

Last Name: Beaulieu

First Name: Aaron

22 out of 25 years of Aaron Beaulieu's professional career has been in the field of education. Mr. Beaulieu is currently serving as Chief Financial Officer for Durham County Public Schools and worked previously for Pitt County Schools as the Associated Superintendent for Operations. He has a strong financial background and understanding of school operations. Some of Mr. Beaulieu's most rewarding professional development has come from serving on national and state committees that have broadened his understanding of the educational environment across the country.

Last Name: Benders

First Name: David

Dr. David S. Benders has over fifteen years of experience in higher education administration and research and over five years of instructional experience at the collegiate level. He continues to work within higher education and remains committed to student development and academic achievement. Dr. Benders received his BA from Richard Stockton College in New Jersey in Political Science with a minor in African American Studies. He then relocated to New Orleans to where he attended Xavier University in Louisiana graduating with a Masters of Arts in Education Administration. He completed his Doctoral studies at Walden University in Education Administration Learning Management. His dissertation topic

entitled, "Upward Bound: An Exploratory Study of Academic Achievement Challenges of Program Participants" examined the impact of family income on student academic achievement levels and the additional barriers that hinder academic growth in low income students. Dr. Benders, research areas include but are not limited to African American Leadership, Educational Theory, Academic Achievement, Poverty, Income Studies, Student Resiliency, and the African American Male. His employment experiences are in different divisions of higher education. His passion remains committed to the collegiate population and working with diverse backgrounds and groups. Dr. Benders believes that being inside the classroom allows him to be a better administrator and a stronger advocate for students.

Last Name: Boehler

First Name: Melissa

Ms. Boehler is a National Board Certified Secondary Science and Project Lead The Way Teacher in Richland School District Two in Columbia, SC. She is also an adjunct Anatomy instructor for the Continuing Education program at Midlands Technical College. Prior to entering the education profession, she was a software project manager. For the past two years, she has been involved in the ITWO1 individualized technology initiative in her district. She has presented workshops at the school and regional levels to promote technology in the classroom. Also, since obtaining her National Board Certification, she has been an assessor and trainer for the NBPTS Portfolio and Assessment Center Exercise scoring projects. Ms. Boehler was a Carolina Scholar and earned her Bachelor of Science in Business Administration, Finance from the University of South Carolina in 1998. In 2006, she earned a Masters in Science in Biology from Winthrop University.

Last Name: Boomgard

First Name: Monica

Monica Boomgard is currently a doctoral student as well as an adjunct faculty member for several institutions of higher education. Ms. Boomgard came to teaching after 17 years in private sector business to make a difference in the lives of students. Ms. Boomgard is completing her doctorate in Education with a concentration in Special Education. Her academic interests include support and improvement of the systems for teachers to continue to grow as professionals to improve the lives of their students.

Last Name: Boxley

First Name: Martha

Ms. Martha George Boxley is a retired, certified career and technology instructional designer for over three decades. Ms. Boxley received an outstanding teacher preparation and training with an Educational Specialist Degree (ED. S.) from The George Washington University in its Leaders For A Shared Responsibility Teacher Preparation in Special Education Program in May 2003; a Master's Degree and a Bachelor's of Science degree in Business Education from The Catholic University of America, Washington, DC, and The North Carolina Agricultural and Technical State University in Greensboro, North Carolina, respectively. In addition, Ms. Boxley received administrative and leadership training from the International Graduate Center in Montpelier, Vermont, and St. Croix, Virgin islands; the National Education Leadership Program with the Southeastern NOVA University, Ft. Lauderdale, Florida; Institute for Development of Educational Activities (IDEA) Academy of Fellows Program, Towson State University, Baltimore, Maryland; and Cooperative Career Education Certification, University of Maryland, Eastern Shore. Ms. Boxley has served as a supervisor and an administrator evaluator for staff in elementary, middle, junior and senior high schools and in learning centers. Currently, Ms. Boxley serves as an academic evaluator with the National Accrediting Commission of Career Arts and Sciences. Ms. Boxley has a variety of professional experiences working with students in instructional programs before school, in school, and after school to address their needs.

Last Name: Britt

First Name: Deborah

Dr. Deborah Britt, a high school mathematics teacher, from Mars Hill, North Carolina, recently completed her Einstein Distinguished Educator Fellowship. Britt served at the National Science Foundation in the Computer and Information Science and Engineering (CISE) Directorate with the Computing Education in the 21st Century (CE21) program. As part of the Education and Workforce Program at NSF, which included initiatives such as Broadening Participation in Computing, Computer Education Research and the Computing Education for the 21st Century CS10K projects, Dr. Britt was actively working to engage and retain computer science students from underrepresented groups. During her 28-year North Carolina teaching career, Britt taught AP Statistics, AP Calculus, Algebra, Geometry, Pre-Calculus, Discrete Mathematics, and Functions/Modeling to students in grades 9-12. Prior to her Einstein Fellowship work, Dr. Britt taught and served as the Advanced Placement Coordinator in the College of Education at East Tennessee State University. Her responsibilities involved instruction, professional development and collaboration at University School, a K-12 Laboratory school involved with educational research located on the ETSU campus. Dr. Britt obtained her B.S. and M.A. in mathematics from East Carolina University. While attending ECU, she earned endorsements for teaching at the university and two-year college levels. Her doctoral work at Ohio University was funded by National Science Foundation Grant. Dr. Britt first earned National Board Certification in 2007. She is a 2002 Presidential Awardee for Excellence in Mathematics and Science Teaching. Other notable honors included, Tandy Technology Scholar Award, NC Governor's Education Award, Hewlett Packard Technology Award and a NASA Award for Teaching.

Last Name: Brooks

First Name: James

James A. Brooks teaches English, Latin, Photojournalism and Creative Writing at West Wilkes High School in rural Millers Creek, NC where he has taught for the past twenty eight years. Dr. Brooks received his Bachelor's degree in English Education (1985), his Master's degree in Leadership and Higher Education (1997), and his Doctorate in Educational Leadership (2011) from Appalachian State University. His dissertation research examined the experience of first generation college students enrolled in a rural early college high school. He is a National Board Certified Teacher (Adolescent/Young Adult, English/Language Arts) and mentors others pursuing National Board Certification. Dr. Brooks is an advocate for beginning teachers and regularly hosts interns and student teachers in his classroom. He has been recognized for his work in the area of media literacy by the National Council of Teachers of English (NCTE) with the 2008 Media Literacy Award. In 2007 he received the prestigious National Education Association (NEA) Excellence in Teaching Award in Washington, DC. In 2009 he was named Outstanding North Carolina English Teacher by the North Carolina English Teachers Association and was recognized as a 2010 High School Teacher of Excellence by National Council of Teachers of English.

Last Name: Brower

First Name: Jane

Jane Brower is currently teaching classes at the University of Tennessee at Chattanooga. Her main area of concentration is Middle Grades Education but she also teaches classes in Content Area Literacy and Differentiating Instruction. Dr. Brower spends several days a week in a P-6 environment working in a Professional Development School. She still feels very connected to P-12 education. At UTC, Dr. Brower participated in their Urban Education initiative providing professional development to teachers and in schools within the inner city. She also was a member of the Reading First Cadre which provided training to teachers in selected schools throughout the State. She was the coordinator and administrator of a

Governor's School for Teachers at UTC. Dr. Brower spent the majority of her career working in the Mississippi Delta as a Central Office Administrator working primarily as Coordinator of the Title (Chapter) I program and State Testing. She also administered (at the time) the McKinney Homeless Education funds and the Safe and Drug Free Schools program. She also worked as a K-2 Assistant Principal and a 6-8 Middle School Principal. Her School received State recognition as one of the most improved schools during her two years as Principal. Dr. Brower was president of the State Staff Development Counsel and served as a member of the Delta Area School Improvement Cadre as well as providing Professional Development for administrators in Mississippi through the Advanced Leadership Development Program. She has a Masters and Specialist degree in Reading Education and her Doctorate of Education is in School Leadership: Curriculum and Instruction. She has recently been involved in the Common Core State Standards movement in her State. She has served as a board member at a local adult literacy ReStart-formerly READ Chattanooga.

Last Name: Brown

First Name: Monica

After working in healthcare administration, including serving as a Contract Compliance Manager of state HMO contracts for the state of Georgia, Monica Brown eagerly changed careers to become a classroom teacher in order to make a positive difference in the lives of students. Ms. Brown is an ELA Common Core Coach and has also served as a Math Common Core Coach for the state of Tennessee Department of Education. As an ELA and Math Common Core Coach, she received and then facilitated/taught more than 50 hours of ELA and Math Common Core training, respectively, to ensure college and career readiness of students. Ms. Brown received 36 hours of online ELA and math Common Core training. She teaches in a high needs, urban school in which she regularly works with diverse internal and external stakeholders and aid students in more than one and a half years of academic growth in reading/language arts and about two years of academic growth in math. Ms. Brown has also served as 4th grade level chairperson, an after school tutor, union representative, and Leadership and Data Team member at her school. She is a current policy fellow with the America Achieves Fellowship, a 2010 – 2012 inaugural cohort alum of the Memphis Teaching Policy Fellowship with Teach Plus, a recipient of the 2011 Sontag Prize in Urban Education (ELA) Award. She also has served on the New Teacher Committee for the Tennessee Education Association and currently serves as a New Teacher Applicant Selector for The New Teacher Project/Teach Memphis.

Last Name: Bruce

First Name: Heather

Heather Bruce has worked for the Wichita Public Schools, USD259, located in Wichita, Kansas, for over 20 years. Ms. Bruce started working as an Early Childhood Special Education Paraprofessional. She attended Kansas Newman College in the evenings graduating in 1997. Ms. Bruce started working as a First grade teacher, moved to teaching Second/Third grade combination and then Kindergarten. She attended Wichita State University to obtain an ESL endorsement and a Master in Curriculum and Instruction. While teaching, Ms. Bruce has served on several district committees, such as Kindergarten Professional Notebook, Elementary Health, Social Studies, Literacy, and Math Assessment leader. She moved from the classroom to a Title 1 Non-Public Teacher and Literacy Coach. Ms. Bruce educated students who were deficient in their grade level fundamental skills and collaborated with teachers modeling research based reading strategies. In addition, she has worked for the Kansas Department of Education as a scorer for the Kansas Performance Teaching Portfolio. She is a member of United Teachers of Wichita and currently serves as Vice-President.

Last Name: Buenger

First Name: Kimberly

Kimberly Buenger is an experienced special education teacher currently serving students ages 3-5 who demonstrate moderate to severe developmental delays in an integrated early childhood setting. She has a strong belief that it is necessary to reform our education system, as well as determine and develop better ways to reach all students. She is increasing student learning through research, development, implementation and assessment of effective use of instructional technology in the classroom, while serving on her district's technology focus group. As part of the district's curriculum review committee, she is developing an early childhood curriculum that follows best practices in the field. She holds National Board Certification in Exceptional Needs Students, and was the Sharing Down Syndrome Arizona 2007 Teacher of the Year.

Last Name: Castle

First Name: Marrietta

Marrietta Castle has served in a number of educational roles for over 30 years, with a focus on improving the teaching of reading and writing for at-risk students. As a university professor, Ms. Castle taught graduate and undergraduate courses in an off-campus site (WIU Quad Cities Campus), working with students and teachers in the same community where she grew up and where she had been a classroom teacher. She resigned from university teaching in 1994 to assist schools throughout Illinois for the next 15 years. Ms. Castle worked full-time to develop and implement long-term projects to improve the teaching of reading and writing, including training literacy coaches and working as an instructional coach alongside teachers, mostly in grades K-8. Her five-year role as Curriculum Specialist for the Federal Department of Education's "Teaching American History grant," involved ongoing professional development opportunities for middle- and high-school teachers throughout western Illinois, emphasizing effective lesson planning, and the implementation of reading and writing strategies in the history classroom.

Last Name: Choudhury

First Name: Mohammed

Mohammed Choudhury has been a middle and high school English, social studies, and intervention teacher for 6 years in urban communities within the Los Angeles Unified School District (LAUSD). He has served within a wide variety of hybrid teacher leadership roles. Mohammed has served as a mentor teacher as well as the co-chapter chair within a successful school turnaround initiative at a reconstituted district school; he was part of the carefully selected team that lead the school to its 100 point gains in California's Academic Performance Index score, the highest in the district. The school now serves as a model for the Superintendent's school turnaround strategy. In addition, Mohammed has been a district Spotlight Teacher highlighting a systematic approach to student achievement based on providing holistic intervention structures and utilizing Early Warning Indicator data systems within and beyond the classroom. He has been a Teach Plus Teaching Policy Fellow developing and supporting the implementation of education policies at the district and national level and most recently, Mohammed completed the Education Pioneer Fellowship at the Partnership for Los Angeles Schools where he researched and developed formal tools focused on teacher evaluation and development. He is a graduate of UCLA's Teacher Education Program and holds a Masters in Urban Education with a special focus on community asset mapping.

Last Name: Christen

First Name: Margaret

Margaret Christen is a career educator with extensive experience at the campus, district, and state level as well as higher education. Ms. Christen is an experienced researcher and program evaluator. She is a

certified special and general education teacher, diagnostician and school administrator. Her research activities were focused on the areas of early literacy and reading skills, full service schools, transition areas, and peer coaching. She has been trained in the area of professional learning Communities and has worked with at-risk populations throughout her career in three distinct areas, Massachusetts, Texas, and the US Virgin islands.

Last Name: Clauset

First Name: Karl

Karl H. Clauset is an education consultant and director of the National Center for School Change (formerly the Whole Faculty Study Group (WFSG) Center). WFSG is a design for job-embedded teacher collaboration. He is an experienced school improvement coach and WFSG trainer and has helped more than 150 elementary, middle, and high schools launch WFSG. Previously, he worked with ATLAS Learning Communities, a national school reform program, and in standards-based reform and international education development at the Education Development Center. At EDC he also developed grant/contract proposals and managed grants, contracts and subcontracts. At Boston University, he taught graduate courses in educational policy analysis, organizational analysis, and planning. Earlier he was a teacher and administrator at the Jakarta International School and taught in secondary schools in Philadelphia, Zambia, and Tanzania. He has an EdD in Educational Leadership from Boston University and an ASCD award for an outstanding dissertation on the dynamics of effective and ineffective schooling. Before moving to Bellingham, he was an elected school board member and chair in Needham, MA.

Last Name: Cole

First Name: Tamira

Inspired by student achievement, Tamira Cole fell in love with possibilities of changing education disparities and equity for kids. She earned her Bachelors of Arts in English and a Master's Degree in Teaching with a concentration in Curriculum & Instruction from Austin Peay State University. Recently, she completed a Masters of Arts in Public Policy and Administration from Northwestern University. Tamira is a trained lobbyist in educational policy; including auditing work with Nashville Mayor Karl Dean, Tennessee Policy Council, Patton and Boggs LLC. in Washington, D.C. and most recently in Austin, TX. Tamira has taught six years as an English, ACT Prep, and Journalism teacher and college adjunct in Tennessee, Kentucky, and Texas. A graduate of the KIPP: Houston Emerging Leaders Program, she has served as an ELA Regional Teacher Leader, Special Education Dyslexia Coach; a Teaching Excellence Mentor through YES Prep; and as an Academic Dean for the Teach For America where she coached and trained more than 70 new corp members. She has served on AVID, SIPS, and the Houston Disabilities Commission's K-12 Public Education Policy Committee, lead teacher, wrote curriculums and garnered high performance test scores in all states taught. She has served as an Assessment Rater for both Pearson Inc. and Educational Testing Services. She was a 2010 American Paper & Twine Tennessee Titans Teacher of the Year Candidate & Teacher of the Week Award Winner.

Last Name: Creach

First Name: Laura

Laura Creach is a veteran educator with 20 years of experience in the profession. Ms. Creach has taught grades 7-12 in math and history before moving to administration. She has served as a principal and academic administrator for a private online school and currently works with the private schools to curriculum opportunities.

Last Name: Cronin

First Name: Joseph

Joseph M. Cronin has served as the Massachusetts Secretary of Education and the Illinois State Superintendent of Education. He began as a teacher in Massachusetts and California and was a school principal in Maryland. He has taught educational leadership at Harvard and Boston Universities, served as the President of Bentley University and was a Lesley University trustee and dean. His degrees are from Harvard and Stanford. Four of his five books are about urban education. He has been a consultant to the World Bank, the Commonwealth of Massachusetts and other agencies.

Last Name: Daniels

First Name: Dianne

Dianne Daniels is a retired assistant superintendent for curriculum and instruction. Daniels retired after 28 years as a public educator in July 2012. She served as a classroom teacher (9-12 history), department chairperson, social studies curriculum supervisor, executive director of curriculum and instruction, and assistant superintendent of curriculum and instruction. Her responsibilities as assistant superintendent of curriculum and instruction included supervising the development of the K-12 curriculum for regular education, special education, and gifted education students. Professional development for PK-12 administrators, teachers, and paraprofessionals was also a part of her responsibilities. As the district's curriculum leader, Dianne also served on the grant writing teams for the School Improvement Grant and Race to the Top Grant. Additionally, Dianne served as the district's School Improvement Grant Coordinator, Race to the Top Coordinator, Student Learning Objectives Coordinator and the Teacher-Leader Evaluation Coordinator. In the position of assistant superintendent for curriculum and instruction, Dianne was also responsible for developing innovative educational programs to address the needs of all K-12 learners, both regular and special education. During her tenure, an elementary alternative education program was developed to support the needs of learners who struggled in the traditional classroom setting. Career pathways were also developed through magnet programs for students in K-12 feeder patterns. Instructional technology integration programs and capacity building professional development program were also developed. Ms. Daniels received several recognitions, which included district teacher of the year, president of Georgia Leadership Association for the Social Studies, and National School Improvement Certification.

Last Name: Davis

First Name: Deborah

Deborah Davis recently retired from Education Northwest where she served as a manager in the Center for School and Education Systems Success, providing leadership for the research and development of products and services related to school improvement for low performing schools. She was the director of a contract with the state of Oregon to develop the Continuous Improvement Network and in this capacity recruited, trained, and placed Leadership Coaches in priority and focus schools and their districts under the state's flexibility waiver. Davis was sub-grant manager for the Alaska Comprehensive Center for seven years and worked as the Alaska State Coordinator for the Northwest Regional Comprehensive Center and the Regional Education Laboratory contract. Other areas of expertise include literacy and family engagement, through her background as a teacher, presenter, and author. Davis has participated in numerous evaluation studies including a review of Washington's School Improvement Assistance Program, an English Language Learner Demonstration Program, and a large-scale evaluation of Head Start.

Last Name: Dean

First Name: Ceri

Ceri B. Dean is a Senior Fellow at Mid-continent Research for Education and Learning (McREL). She has extensive experience in school improvement and provides technical assistance and professional development on numerous topics related to standards-based education to clients at the local, regional, and national levels. In her role at McREL, she is responsible for developing new business, programs, products, and services; serving as principal investigator on funded projects; mentoring staff; providing professional development, technical assistance, and consultation services; developing and managing partnerships and client relationships; and participating in strategy development for the organization. She has served as the director of large-scale projects, including the North Central Comprehensive Center at McREL, a U.S. Department of Education funded technical assistance center. She is co-developer of materials to facilitate delivery of McREL's comprehensive approach to school improvement, Success in Sight, contributed to development of McREL's research-based teacher evaluation system, and has coauthored a number of McREL publications, including Classroom Instruction that Works, 2nd Edition. She has managed McREL's involvement in several national level programs, including the Model Professional Development and Effective Teacher Preparation Awards programs sponsored by the U.S. Department of Education. She is a former high school mathematics teacher and holds a Ph.D. in Curriculum and Instruction from the University of Connecticut at Storrs and an M.S. in Atmospheric Science from Colorado State University.

Last Name: Delmore

First Name: Patrick

Dr. Patrick Delmore has been involved in education for 40 years serving 16 years as an elementary and middle school principal in the Madison, Wisconsin School District, 17 years as a teacher of social studies and reading in the district and seven years as an assistant professor in the School of Education at Edgewood College in Madison, Wisconsin. At Edgewood, Dr. Delmore teaches a variety of administrator and teacher preparation courses and supervises teacher and administrative candidates practicums. He holds a Ph.D. from the University of Wisconsin Madison in Curriculum and Instruction. He has published several articles in national publications (Principal Leadership and Principal) on topics related to special education inclusion, educating homeless students, curriculum reform, de-tracking schools, using school resources effectively, and school safety. Dr. Delmore was awarded the Madison School District Distinguished Service Award for his work as a principal. Schools in which he served as a teacher and principal were economically and racially diverse. These schools had large numbers of homeless and special education students. Dr. Delmore served as a U.S. Department of Education grant reviewer in July 2010 in Washington, D.C.

Last Name: Donaldson Guidi

First Name: Linda

Linda Donaldson Guidi has been a teacher and peer coach specializing in middle level education for the Nashua, New Hampshire School District since 1997. As math peer coach for the School district, Ms. Donaldson Guidi worked with teachers at all levels delivering professional development as well as coaching instruction. Her other responsibilities included project management, curriculum development and Common Core implementation. In the fall of 2012, she was a member of the district team that wrote and submitted a district level Race to the Top Grant. Ms. Donaldson Guidi also co-chaired with the Superintendent the District's Teacher Evaluation and Development Committee. These experiences helped solidify her understanding of the complex web of relationships between student achievement, professional learning, and leadership and teacher evaluation. During the past school year, Ms. Donaldson Guidi returned the classroom to teach sixth grade math.

Last Name: Downing

First Name: Barbara

Barbara K. Downing, Ed.S., is a native of Indiana and retired school district superintendent. As a former superintendent, she undertook several school initiatives including increased student academic performance, enhanced vocational and technology education at the high school level, increased fiscal accountability in the district, beginning teacher improvement/mentoring plan, participation and leadership on a local community college board of directors, and active collaboration between the community and school district. She received B.S., M.A., and Ed.S. degrees in the field of education from Ball State University in Indiana. Since retirement, she continues to be involved in education through mentoring of children. She also has participated as a reviewer of thirteen Federal grants since 2009. She serves on the county's Board of Health and as Board President of a local organization for mentoring of children. She was a high school English teacher, school administrator in a large urban school district, and also a middle school principal in a suburban/small town school district. Other career highlights in education for over 34 years include being a superintendent of a medium size school district in Indiana which included children and youth from small towns and rural areas. Her awards and honors include being named Indiana Principal of the Year by the Indiana Association of School Principals and also being a recipient of the Garland Hardy Distinguished Service Award by the Ball State University Chapter of Phi Delta Kappa Educational Organization.

Last Name: Drezner

First Name: Karen

Karen Drezner is the Founder/CEO of Leveraging Leaders, a consulting firm that supports the success and sustainability of charter schools by providing customized leadership coaching and school capacity-building services. In 2004, Karen founded the Bronx Charter School for Children, serving 432 K-5 students in the Mott Haven community of the South Bronx. As the Executive Director for seven years, she led the school to meet and exceed its academic goals for English language arts, mathematics, science and social studies, and consistently outperform the district. She established and maintained a welcoming and inclusive learning community, evidenced by 95 percent attendance, 98 percent enrollment, 100 percent participation at parent/teacher conferences and high staff retention rates. Karen has conducted school monitoring visits for the NYC DOE Charter Schools Office and renewal visits with SchoolWorks. As the Director of Leadership Development at Achievement First, she fostered the development of teachers and leaders across 22 schools. Karen partners with the New York Charter School Incubator to train and advise founders groups throughout the charter school application process. Karen currently serves as Vice-Chair of the Board of Trustees at the Children's Aid College Prep Charter School and on the advisory board of The Children's Storefront Urban Education Symposium. She earned a B.A. from Clark University, a M.Ed. from Boston College and completed the Executive Program at Columbia Business School's Institute for Not-for-Profit Management.

Last Name: Elkhader

First Name: Abderrahman

Dr. A. S. Elkhader is currently a professor of mathematics at Northern State University, Aberdeen, South Dakota. He was a Senior Fulbright Scholar and a Bush Leadership Fellow. He holds a Ph. D in mathematics from Arizona State University, an M.S degree in applied mathematics from Southern Methodist University, a B.S in mathematics from the University of Jordan, and a certificate from the Management Development Program at the Harvard Graduate School of Education, Harvard University. In addition to this formal education and training, he has taken numerous short courses in leadership and mathematics; participated in numerous seminars and workshops on management, grants writing and fundraising, distance learning, diversity in the STEM disciplines, and assessments in the processes of learning and teaching. His research interests in ordinary differential equations, math education, technology in collegiate mathematics, and diversity in the teaching of the STEM disciplines. Dr.

Elkhader has authored and co-authored numerous national, regional and state organizations' grants. He has taught mathematics at NSU, Arizona State University, Southern Methodist University, the University of Minnesota-Duluth, and the University of Jordan.

Last Name: Ethridge

First Name: Brandy

Brandy Ethridge has over 10 years of experience in social science, education, public policy and health-related research and teaching. She has a PhD in Education from the University of California, Santa Barbara (UCSB) with an emphasis in Special Education, Disabilities, and Risk Studies and associated research on factors affecting the implementation of evidence-based practices. She holds a BSc in Human Ecology with a specialization in Early Childhood Development and Education and an MPA and MA in Sociology from The Ohio State University (OSU). Her diverse research experiences include serving as a Non-Affiliated/Scientist (NA/S) Community Member on the Oregon Public Health IRB, where she currently serves, and as a researcher and IDEA Part C Data Manager at the Ohio Department of Health Bureau of Early Intervention Services. Her published research includes identification of effective interventions for families with children with disabilities as well as their resiliency and supports for family caregivers of individuals with disabilities. Her teaching experiences include teaching: (a) teacher candidates in UCSB's Teacher Education Program in language, culture, and learning; (b) UCSB upperclassmen about individual learning differences and working in area schools with at-risk children; (c) undergraduates in academic learning and motivation skills course at OSU; and (d) first graders as an emergent literacy tutor through the OSU AmeriCorps Literacy Program. She also has experience serving as a reviewer for the Corporation for National and Community Services, federal health agency grants, refereed journals, professional national conference proposals, and reviewing prospective contracts for a variety of services through the City of Portland Minority Evaluator Program.

Last Name: Faison

First Name: Jewel

Jewel Jones Faison, has over 30 years of progressive experience first as a medical social worker and then as a career-changer to both public and private education. In public education, she was a classroom teacher after-which she became a research assistant in the Department of Testing, Research & Evaluation (Atlanta). In 1995, she became an assistant superintendent, an adjunct professor and later a rural school superintendent (2001). As an early TQM practitioner she included the use of transformative principles and quality tools to manage data and develop plans to improve failing schools for students who were at-risk of under-achievement. In 2001, Georgia's Statewide Reform Initiative-GEORGIA'S CHOICE-afforded her the opportunity to coach teachers directly using assessments and culturally-relevant pedagogy to make literacy strides with all students, especially those with special needs. In 2005, as a private school founder, she directed and delivered instruction that was aimed at delivering "conceptual-thinking" that supports students' achievement in a rigorous standards-based private school environment. She submitted a 'STEM' charter school application on behalf of a community-based organization. She enjoys working in her consulting firm, Constructs & Concepts International: home of THE TEACHER ACADEMY, a professional development opportunity that coaches educators in "critical thinking" pedagogy.

Last Name: Fanion

First Name: Latanya

Dr. Latanya L. Fanion is presently a Public School Program Advisor with the Arkansas Department of Education, where she is responsible for: providing technical assistance and training to all schools operating Title I schoolwide and Targeted Assistance Programs, monitoring the highly-qualified status of

Title I paraprofessionals, serving as the Arkansas National Blue Ribbon Schools liaison, and supporting districts in fiscal distress in regards to Title I funds and services. Prior to relocating to Arkansas, Dr. Fanion served as a special education administrator and teacher for the DeKalb County School System in Atlanta, GA. She also served as a research assistant at Vanderbilt University, where she researched factors contributing to the high school dropout crisis and instructed high school dropouts with disabilities and adjudicated youth. Dr. Fanion has complemented her experiences in the field of education by: speaking to audiences about the need to have culturally competent teachers and culturally relevant curriculum in today's classrooms, publishing articles on the high school dropout crisis, and researching the factors that promote persistence for high school dropouts that return to adult education programs to pursue the GED certificate. She recently served on the special education panel for the Arkansas Opportunity to Learn conference, where she discussed parental rights, discipline for students with disabilities, and the special education referral process. Additionally, she co-authored a textbook chapter with Peabody College professor, Dr. Carolyn Hughes that addresses the interrelated relationship between poverty and disability and its impact on adults with severe intellectual disabilities.

Last Name: Franciosi

First Name: Debra

Dr. Debra Franciosi is an international professional development provider for Project CRISS. As a classroom teacher, she taught middle school alternative education, English Language Arts, reading, and social studies, high school reading, and project-based learning. She earned her doctorate in Curriculum and Instruction from George Fox University with a thesis on addressing the needs of struggling high school readers. Debra worked as a 6-12 School Improvement Specialist coordinating assessment and providing literacy professional development for educators in a district in Oregon, which led to participation in a high school reform initiative. Debra co-authored a successful Oregon Small Schools Initiative grant and worked as the Teaching and Learning Coordinator for a small technology magnet school. In her current role, Deb works with schools and districts around the country to improve teaching and learning.

Last Name: Gbenro

First Name: Hannah

Hannah L. Gbenro currently serves as an educational leader in Federal Way Public schools and is a doctoral candidate studying Educational Leadership with an emphasis on Educational Administration and Business at Seattle University. Mrs. Gbenro began her career nearly a decade ago as a para professional in special education then began teaching high school in Palm Springs Unified School District upon earning a teaching credential. She became a site-based leader and also served on district committees for standards-based pacing, power standards, and development of assessments and curriculum. In 2006, Mrs. Gbenro earned her Master's in Teacher Leadership from the University of Illinois. In 2007, she relocated to Washington State and served as a district-level Instructional Technology Specialist in Federal Way Public Schools. There, Mrs. Gbenro supported teachers and administrators as they used 21st century tools and implemented a standards-based education system. Mrs. Gbenro began her doctoral degree at Seattle University in July, 2010 and in 2011, Mrs. Gbenro was named an Emerging Leader by ASCD. She also received a team program award from the Washington State ASCD for her dedication to the expansion of instructional technology systems. Mrs. Gbenro briefly returned to teaching high school and is now an Elementary School Dean of Students where she works with curriculum development, classroom management coaching, instructional technology, and partnerships with families at the site and district level.

Last Name: Ghazal

First Name: Rita

Rita Ghazal is a Program Associate with SEDL's Education Systems Support (ESS) program. As a project lead for the Texas Comprehensive Center (TXCC), Ms. Ghazal's work focuses on teacher quality and effectiveness. This includes creating coherence for system wide integration of high-quality teacher practice standards, teacher preparation, teacher induction, teacher support and mentoring, and teacher evaluation. Ms. Ghazal collaborates with state education agencies and assists them in strengthening their capacity to support high-quality implementation of teacher quality initiatives, policies, and programs. She also supports states in their efforts to create and maintain strong connections among state agency work streams and improve alignment across programs and policies. The end results include strengthening the state's ability to support districts and schools in improving student outcomes, promoting regular coordination of existing programs, and sustaining partnerships and organizational structures that lead to success. Ms. Ghazal also serves as the TXCC liaison to the Center on Great Teachers and Leaders, one of seven national content centers designed to supply research-based information to help states' carry out federal and state education policies and programs.

Last Name: Gorski

First Name: Patricia

Patricia Gorski is a Reading Specialist at Berkeley Middle School in Williamsburg, Virginia. She has a Bachelor of Science in Elementary Education from Duquesne University and a Master of Science in Reading Education from Old Dominion University. She is a Nationally Board Certified teacher.

Last Name: Grove

First Name: Sonja

Sonja Grove's experience in educational improvement has been working with under performing schools in multiple states. Ms. Grove has expertise in organizational change, curriculum, and teacher education. She has many years of teaching and consulting in school improvement, including work with N.W. Laboratory in Portland, Oregon, Portland Public Schools (worked with 31 Title I schools to improve literacy/math through organizational change), and the HOPE Foundation. Ms. Grove currently teaches at Portland Community College in Portland, Oregon (literacy - reading and writing). She is a specialist in reading and writing with a background in best practices and research based learning. She has carried out research in literacy to determine successful programs and teacher techniques. Ms. Grove has worked in special education, and currently teaches in a Developmental Education program at Portland Community College, Oregon. She works with youth who have not always been successful in high school, served prison time, suffered addiction issues, and many believe that school offers a new chance in life. She has a background in reviewing grants for the Dept. of Education (federal) and is currently reviewing grants for Homeless and Runaway FYSB - Street Outreach. She has taught teacher education at Lewis & Clark College, University of Portland, and Notre Dame University. Her interests include the learner who doesn't fit because of poverty, emotional and social issues, special needs, and her belief in schools is enduring and lasting.

Last Name: Hallums

First Name: Mary

Mary Hallums attended Hampton University in Hampton, Virginia. She now teaches at Southern Wesleyan University, Walden University and Liberty University. She spent more than 37 years of public school experience as a middle and high school music teacher, a public school administrator at all school levels, and a district level director of various programs and departments.

Last Name: Hargrove-Edwards

First Name: Aretha

Aretha Hargrove-Edwards of Scott, Mississippi earned a Doctor of Education degree in Educational Leadership and a Master of Education degree in Counseling from Delta State University in Cleveland, Mississippi. She received a Bachelor of Science degree in Office Administration from Mississippi Valley State University in Itta Bena. Her national counseling credentials include: Approved Clinical Supervisor (ACS), National Certified Counselor (NCC) and National Certified School Counselor (NCSC). Her Mississippi credentials include: Certified K-12 Guidance Counselor, Licensed Professional Counselor (LPC) and Board Qualified Supervisor (BQS). National counseling training includes: Leadership Development Training and School Counselor Academy (American Counseling Association) and Leadership Development Institute (American School Counselor Association). Mississippi training includes: Emerging Leader and Institute for Leadership Training (Mississippi Counseling Association). She is certified by the American Red Cross as a Disaster Mental Health Service Worker. Elected positions include: Mississippi Counseling Association (President and Secretary); Mississippi School Counselor Association (President and Secondary Vice President); and Delta Counseling Association (President, Vice President, and Secretary). Advisory committee memberships include: Mississippi Department of Education (Dropout Prevention and School Safety), Mississippi ACT Council, and the Mississippi Army One Source. National committees include: American Counseling Association (Awards Committee and Proposal Review Committee) and the College Board's national Office of School Counselor Advocacy (Advisory Team Member).

Last Name: Harvin

First Name: Lisa

Lisa Harvin, a native of Baltimore, Maryland, received her undergraduate degree in English from the University of Maryland, and her graduate degree in Education from the California State University. She also earned post-graduate certification in Educational Leadership from the California State University. Lisa has served in a variety of roles in diverse Pre-K through 12, and college settings in California, Maryland, and Georgia, including junior high and high school English teacher, professional development coordinator, assistant principal, principal, adjunct instructor, and independent consultant. Additionally, Lisa has successfully authored many grants and serves as a grant reviewer for the U.S. Department of Education.

Last Name: Haskins

First Name: Mary

Dr. Mary Haskins is a Professor of Biology at Rockhurst University in Kansas City, MO. She is an invertebrate zoologist interested in K-16 science education, and a regular presenter at national and regional meetings. Dr. Haskins has experience as both a grant writer and reviewer. She has received a number of state and local grants to fund STEM initiatives and has been privileged to work with many talented educators in an effort to advance STEM education. She has also served as a peer reviewer for both NASA's Global Climate Change grants and for the Technology Innovation Challenge Grant Program sponsored the U.S. Department of Education. Since 2008 she has served in a leadership role for the regional Science Bowl competition held at Rockhurst. Dr. Haskins was also instrumental in developing two separate programs to provide pre-college students the opportunity to advance their understanding of science. Through these initiatives, which targeted Girl Scouts and homeschooled children, the Rockhurst program has provided laboratory experiences to over 15,000 students. In addition to STEM education, Dr. Haskins professional interests include parasites, spiders, insects, ecology, climate change, and environmental issues. She has received several honors including the Missouri Academy of Science 2013 Most Distinguished Scientist award.

Last Name: Hines

First Name: Lynn

Lynn Hines is a Professional-in-Residence in the School of Teacher Education in the College of Education and Behavioral Sciences at Western Kentucky University. Her responsibilities include directing the WKU National Board for Professional Teaching Standards (NBPTS) Program. Prior to her current position, she was the Director of the state NBPTS® Program for the Kentucky Education Professional Standards Board (EPSB). She worked to promote legislation to provide incentives to propel Kentucky into the forefront of the NBPTS® movement. She has directly or indirectly mentored over 4,000 KY teacher candidates covering 25 different content and developmental areas. Currently, she serves on the NBPTS Candidate Support Provider faculty and trains teachers, administrators, and other stakeholders to provide ethical support for National Board Candidates. She has worked extensively as a mentor, assessor, and facilitator nationally and internationally. She was the first National Board Certified Teacher in Kentucky in 1995 and she was the first KY NBCT to renew her certification in 2005. She co-designed an Educational Leadership Doctoral Program for Western Kentucky University and then completed the program for her own doctorate. She taught in P-12 schools for 24 years and has been in education for 41 years.

Last Name: Hoffman

First Name: Kristin

Kristin Hoffman has an extensive background working with students labeled “at risk” due to demographic and academic factors. Hoffman has a PhD in educational psychology, and is a certified English teacher, reading specialist, and curriculum & instruction specialist. She has taught at the middle school, high school and university levels and has experience as an educational diagnostician and statistician. In addition to her teaching experience, Hoffman has experience designing studies examining the impact of various learning and motivational strategies on academic achievement. She has a track record of effective large-scale project implementation and was selected for a two-year National Science Foundation Fellowship based on that record. She has also coordinated a number of large-scale research projects where she has created resources and assessments and has analyzed and presented both quantitative and qualitative performance data.

Last Name: Jackson

First Name: Barbara

Dr. Barbara Jones-Jackson was born and reared in Cincinnati, Ohio and attended the University of Cincinnati. An opportunity arose to teach in a pilot program with the Cook County Jail system in Chicago at which point Dr. Jones-Jackson moved to Chicago. She worked there for more than 2 years. She served a 2 year term of service in the U.S. Army and was honorably discharged; however, she did obtain a serious injury leading to her current status as a disabled veteran. After serving in the army, Dr. Jones-Jackson returned to civilian life and worked for the US Army. She returned to school, attending Loyola University where she earned her doctorate in Education from Loyola University. Her program was Curriculum/Instruction/Educational/Psychology (CIEP) and her concentration was Curriculum and Instruction.

Last Name: Jackson

First Name: Taharee

Taharee Jackson is the founding faculty member of the Center for Urban Education at the University of the District of Columbia, which prepares urban teachers for the most severely underperforming public schools. As an Assistant Professor of Education, Dr. Jackson designs multiple programs, curricula, courses, and teacher evaluation systems that use cutting edge research to recruit, select, and retain

teachers who will serve urban students. She is also the coordinator of the Education Teacher Performance Evaluation program, and pioneered the Center's participation in this nationwide effort to better evaluate, certify, and longitudinally support highly effective teachers. Dr. Jackson also conducts diversity, inclusion, and equity training sessions for a variety of educators and professionals. She regularly conducts professional development sessions for school officials and community stakeholders who need assistance translating best practices and educational research into powerful and effective learning experiences in real classrooms with real students. Dr. Jackson holds a magna cum laude B.A. in psychology and Spanish language from Harvard University; an M.Ed. in human development, risk, and prevention from the Harvard Graduate School of Education; and a Ph.D. in teacher education, multicultural education, and urban education reform from Emory University. Her current research interests include documenting the best practices of highly effective, equity-minded, urban school teachers.

Last Name: Jackson-Scott

First Name: Marian

Marian Jackson-Scott holds a B.A. Degree in English from the University of Louisiana at Lafayette and a Master's Degree in Secondary Education from Southern University with an emphasis in History. She has Louisiana teaching certifications in twelve areas including Educational Leadership. In addition, Jackson-Scott has an Educational Specialist Degree in Educational Technology from Northwestern State University. She is currently a doctoral candidate at the University of New Orleans in Educational Leadership writing her dissertation on math achievement and high school students. Jackson-Scott is employed by University of Louisiana at Lafayette as the Project Coordinator of Teacher Preparation Student Support Services Program. Prior to this appointment, she worked as a high school French Teacher in the St. Landry Parish School District. Jackson-Scott has a total of seventeen years in education. Jackson-Scott served as an administrator for the Upward Bound Program at the University of Louisiana at Lafayette for five years. As an administrator for Upward Bound, she won national acclaim with a foreign language curriculum developed by the Council for the Opportunity in Education. Jackson-Scott has served on several grant review panels for the U.S. Department of Education. Jackson-Scott is known for her research and presentations in gifted education, project-based learning, and curriculum development. In 2009, she was recognized as a Phi Delta Kappa Emerging Leader and Kappa Delta Pi Teacher of Honor. Jackson-Scott serves on the Louisiana State Superintendent's Louisiana Believes Advisory Committee.

Last Name: Johnson

First Name: Janea

During the past decade Janea Johnson has assumed various positions within education, each with increasing responsibilities and leadership. Her professional experience includes positions in the secondary and postsecondary sectors and charter schools. Ms. Johnson has extensive experience in project management, research, program planning and evaluation, and strategic planning. Additionally, she has experience in instruction, assessment, and curriculum. After earning her terminal degree in education, she re-entered the classroom. Ms. Johnson is currently a professor and teaches education research courses in addition to serving and chairing dissertation committees. This role allows her to prepare educators and help them to positively impact student achievement in their classrooms and districts.

Last Name: Kearns

First Name: Donna

After completing her Ed.D in Special Education from the University of Missouri in 1992, Dr. Donna Kearns began teaching at the University of Central Oklahoma. Since that time, Dr. Kearns has taught twenty different courses in the area of special education and psychology with most of her expertise in the

areas of autism and learning disabilities. Most of her research has focused on examining techniques to assist students with disabilities to make a successful transition from public school to post-secondary education and independent living. Dr. Kearns' dissertation focused on transition needs of students with learning disabilities who had graduated within three to five years of the research. In addition to students with disabilities, Dr. Kearns has also conducted research based on a state grant she wrote and directed to identify drop-out prevention techniques that worked and those that did not work for students who had dropped out of high school in Oklahoma. Most recently, her research has focused on students with autism. Over the last two summers, Dr. Kearns wrote and received a grant to provide a summer program (Summer Advance) for students with autism to come to the university for three days to experience what it is like to go to college.

Last Name: Kilby

First Name: Susan

Susan Kilby is employed by Taylor County Schools, which is one of four Kentucky Districts of Innovation. She has been involved in the grant writing and scoring process at the local, state and national level. I wrote and scored 21st Century Learning Center Grants, Kentucky Read to Achieve Grants, Drug Free Communities, and Title I Supplemental Education Service Provider Applications. She has 36 years of experience in education from a classroom teacher to an assistant superintendent in public education. She has served as an adjunct professor for several institutions of higher learning in curriculum, early childhood and assessment.

Last Name: Kitain

First Name: Sandra

Sandra Kitain is a teacher and librarian with a keen interest in literacy. Ms. Kitain has written a book published by Neal-Schuman entitled Shelf-Esteem. It offers a blueprint for teachers and librarians about how to motivate children to read and to become lifelong learners. Ms. Kitain holds two Masters Degrees: Library Science and Education. She has several years of teaching experience on the elementary level. She has also served as a children's librarian for 10 years. Ms. Kitain has been a peer reviewer for the Native Hawaiian Grant Review program. She writes book reviews for Library Media Connection. She also has a book review column in a local newspaper.

Last Name: Knettles

First Name: Kimberley

Kimberly Knettles' fifteen plus years in education have provided her the opportunity to work with students and families from diverse socio-economic and cultural backgrounds. Ms. Knettles' work experience includes working at an elite private school, a middle class school, and a Title 1 Turnaround School. Furthermore, in her graduate work in educational leadership, Ms. Knettles has spent considerable time studying research in teaching and learning, educator capacity, professional learning communities, and data analysis of common interim assessments.

Last Name: Kolodey

First Name: Carla

Carla Kolodey is an avid instructional leader. She has spent the past 13 years creating, implementing, managing, and evaluating programs in one of the country's largest urban school districts. Within this district, Mrs. Kolodey has served to design instruction for students with special needs. Mrs. Kolodey has led the district in developing positive behavior supports to increase student learning. Mrs. Kolodey has served in this district as a teacher, coach and assistant principal. Mrs. Kolodey obtained her undergraduate degree from the University of Louisville in Elementary Education and Special Education with a

concentration on Learning and Behavior Disorders. A year later, she earned her Master's Degree in Elementary education. She then received her National Board Certification in Special Education and Specialist of Education Degree in Educational Administration. Mrs. Kolodey is currently a second year doctoral student at the University of Louisville researching effective teaching in impoverished schools. Carla Kolodey has presented and led various activities and presentations at the local, state and national level.

Last Name: Kosoff

First Name: Helena

Helena Kosoff's career spans thirty years of service in public education in New Jersey including; teacher, Superintendent, Principal, and Director of Child Study Team/Special Populations Programs. Recently retired, she serves as a Grant Writer/ Educational Consultant to: US Department of Education; Corporation for National and Community Services; Board of Education for Florida, Maryland, Alabama, and Illinois and Pennsylvania Department, the ICare4Autism Foundation; schools, social service agencies, community non-profit and faith-based organizations. She recently served the 2012 Race to the Top- District competition, AmeriCorps programs and Promise Neighborhoods programs. Helena is as an Educational and Grant Consultant to EIRC, Mid Atlantic Grant Professionals Association, New Jersey Association of School Administrators; and New Jersey School Boards Association. In addition, she is a community volunteer focused on advancing services for special needs and under-served youth; furthering services and resources for cancer patients and community health and physical fitness and securing post-secondary education scholarships. Helena graduated from: American University (Bachelors of Science Degree in Political Science); Trinity College (Bachelor's Degree in Education and a Master's Degree in Theology); Rowan University (Master's Degrees in Reading and Special Education) and Rider University with Chief School Administrative certification.

Last Name: Kramer

First Name: Dennis

Mr. Dennis Kramer, has over 10 years of experience in leading research within postsecondary and K-12 educational agencies. He previously served as the Senior Research and Policy Analyst for the Policy Division at the Georgia Department of Education where he led the agency's strategic research agenda and program evaluation (including the annual report and research of the Charter Schools Division) while managing all of Georgia's external research collaborations and grants. In addition, he served as the lead analyst for Georgia's ESEA flexibility waiver and its development of the College and Career Ready Performance Index. Finally, Dennis authored Georgia's evaluation of its CLASS Keys teacher evaluation system, which isolated the factors most associated with student achievement growth. Dennis is currently an Assistant Professor of Higher Education within the Curry School of Education at the University of Virginia. He teaches courses on the economics of the education; quantitative research methods, and the policy development and evaluation process. His research expertise is in the adaption of advanced and robust quantitative measures to education-based policy questions and program evaluation. He focuses on the utilization of the econometrics, quasi-experimental, parametric and nonparametric economic models, and hierarchical linear models within education. Dennis is completing his Ph.D. from the Institute of Higher Education at the University of Georgia within a focus on educational policy.

Last Name: Krummel

First Name: Sarah

Sarah Krummel is the Special Education and Disproportionality Grant Coordinator for the San Mateo Union High School District. In this role, Sarah oversees the implementation and analysis of new programs that support students with disabilities access to the Common Core State Standards. As a part of program

implementation, Sarah creates and monitors teacher training opportunities based on the National Board for Professional Teaching Standards and research based practices for professional development. She works with over 100 general education and special education teachers to elevate their instruction and increase student achievement. Sarah has worked in education for ten years as a special education teacher and in a variety of teacher leader roles. As a teacher leader she oversaw the accreditation process at her high school resulting in a six year term of accreditation, the highest accreditation term possible. She was recently selected to serve as a member of the California State Network of Educators where she reviews formative assessment and professional development material for the Smarter Balanced Consortium's Digital Library. Prior to her work as an educator, Sarah designed and deployed web sites for start-up companies and corporations such as Nuance Communications. She received her B.A. from University of Washington and her M.S. in Special Education from the University of Oregon.

Last Name: Kwiatkowski

First Name: Lee Ann

Lee Ann began her career in 1980 with the Indianapolis Public Schools as a teacher, and then worked in the administrative office as a Title I Literacy facilitator. Lee Ann was awarded Teacher of the Year twice while working in IPS. Next, Lee Ann worked for the Indiana Department of Education beginning in 2005 where she served as the Director of Title I. In 2009, she became the Director of Federal Programs with a staff of over 50 employees and budgets of over one billion dollars. She was then named the Director of School Turnaround. She was elected regional representative for the National Association for State Title I Directors. Lee Ann also served as a federal reviewer with the United States Department of Education, Title I in Texas, Florida, and California. In 2011, Lee Ann became the Principal of Warren Township's Early Childhood Center. In 2012, she was named Warren's Assistant Superintendent for School Improvement. One of her first responsibilities was working on the federal Race to the Top grant. Lee Ann serves on central Indiana's United Way Ready to Learn, Ready to Earn education committee, the Great Lakes East Comprehensive Center advisory board and the Indiana Family and Parent Resource Center board. She obtained her master's degree and administrative license from IU. Currently, Lee Ann is working on her doctorate at Indiana Wesleyan.

Last Name: Lars

First Name: Maya

Maya Lars, M.Ed. currently serves as the Instructional Lead Teacher, Professional Development Lead Teacher, and School Test Coordinator for Prince George's County Public Schools in Maryland. She is also a Faculty member for Western Governor's University. Maya Lars holds a Bachelor of Science degree in Elementary Education and Master of Education degree as well as advance teaching certifications including National Board Teaching Certification in Early and Middle Childhood/ Literacy/ Reading and Language Arts. She has 12 years of experience as an educator working in a variety of public and private settings with diverse student populations from birth through college. Lars has served in a number of roles as classroom teacher, teacher mentor, reading specialist, staff developer, educational consultant, and college faculty. Her responsibilities and expertise include: systems change efforts, curriculum and instruction, design and evaluation of professional development, federal programs, early childhood and K-12 literacy.

Last Name: Larson

First Name: Marta

Marta Larson retired in 2011 from her position as Program Manager, Programs for Educational Opportunity, School of Education, University of Michigan, Ann Arbor. In her career at the University of Michigan, she primarily worked in the state of Wisconsin, focusing on race, gender, and national origin

equity in schools and school districts. In 2011, she was named Educator of the Year by the Wisconsin State Human Relations Association. She was the first recipient from outside the state of Wisconsin in the history of the award. She is now the STEM (Science, Technology, Engineering, Mathematics) Consultant for the Michigan After-school Partnership, where she is training after-school and out-of-school time programs to improve the quantity and quality STEM programming. She also manages the Michigan Girls Collaborative Project, a NSF-funded replication project through the EdLab Group in Lynnwood, WA and serves as the Business Manager for the Association for Gender Equity Leadership in Education (AGELE). She has served as a peer reviewer for the U.S. Department of Education, the Women's Educational Equity Act, the Michigan Department of Education, and the Ohio Department of Education. She received her B.S. in Special Education and Psychology from the University of Michigan, and her M.A. in Educational Administration from Eastern Michigan University. Prior to joining the staff at the Programs for Educational Opportunity in 1992, she worked as a High School Special Education Teacher, an Adult Education Teacher, a Community Education Director, Staff Development Coordinator, and Personnel Coordinator in various locations in the state of Michigan.

Last Name: Lebel

First Name: Terrilyn

Terrilyn Lebel is a Literacy Specialist at a K-2 school in Maine. Although the bulk of her teaching experience has been at the K-2 level, Ms. Lebel has achieved National Board certification in Early Middle Childhood Reading Language Arts, is K-12 certified in her content area, and K-8 certified to teach in a classroom. She has also participated in the National Writing Project as a fellow. Ms. Lebel's work as a Literacy Specialist has led to work with Teacher's College and Educational Testing Systems as they refined the Praxis II. Her interest in education includes improving instructional practices for the success of all learners. As a Literacy Specialist, she divides her day between direct services to students, coordinating response to intervention plans, and providing professional development across the district for teachers in a variety of grade levels and content areas.

Last Name: Lebowitz

First Name: Rebecca

Rebecca Lebowitz has wide-ranging professional and leadership experience with public education policy, financial management, coordination of services, and collaborative strategic actions. In my longtime community, New York City, Ms. Lebowitz served as a Member of Community Board 1 in Manhattan for nine years, as a Governor's appointee to the Board of Visitors of Queens Children's Psychiatric Center, and as a board member of Manhattan Youth Downtown Community Center. Ms. Lebowitz continues to serve as a board Member at the Louis Armstrong Center for Music & Medicine at Beth Israel Medical Center in NYC. As an educator for thirty seven years, Ms. Lebowitz has held many professional positions during her career:

- NYC public school teacher
- Education Director of a New York State Office of Mental Health school
- NYS Education Department (NYSED) liaison to citywide and statewide interagency projects
- NYSED and NYC Board of Education Fiscal and Program Manager
- Adjunct Professor for Graduate Education Administration at Brooklyn College
- Assistant Superintendent for Funded Programs, Compliance and School Improvement in a Long Island school district

Last Name: Lee

First Name: Ji-Eun

Dr. Ji-Eun Lee is an Associate Professor in the Department of Teacher Development and Educational Studies at Oakland University, Michigan. Her major teaching and research areas include K-8 mathematics education and teacher preparation. She received her Ed.D. in Educational Theory and Practice from SUNY Binghamton, her M.Ed. in Elementary Education from Korean National University of Education, and her B.Ed. in Elementary Education from Seoul National University of Education. Dr. Lee previously taught as an elementary school teacher in Korea and America. She has been serving as a reviewer for multiple professional journals. She also has been involved in various projects in collaboration with local educational agencies by serving as a developer of curriculum/assessment projects, an organizer of after school tutoring programs, and a co-developer/coordinator of local competitive math initiatives.

Last Name: Lee

First Name: Montessa

Montessa Lee, a National Board Certified Teacher, currently teaches academic resource in a middle school program specifically designed to meet the diverse needs of students diagnosed with autism in Prince George's County, Maryland. After completing her undergraduate studies in Psychology, Lee pursued a career of education. She obtained her Maryland state teaching certification for special education and eventually obtained her Master of Science degree in Special Education, specializing in Autism and Differentiated Instruction and Inclusion. Prior to working in the middle school autism program, Lee worked for eight years at an elementary special education resource teacher, also serving as Department Chair and System Administrator for the building's online IEP program. Lee meets the unique needs of her students' by focusing on his or her social-emotional needs, academics, communication skills and organization; using various assessment tools and collaboration with a multidisciplinary team of individuals to meet the needs of every student. Lee has a passion to develop and retain highly qualified teachers throughout the district and has served as a mentor to fellow educators seeking national board certification. In addition, she serves as a building representative for the district's local teacher association, advocating on behalf of her colleagues.

Last Name: Lewis

First Name: Wilma

Wilma "Jean" Lewis has worked from kindergarten to college, and at the state level. At the state level she works with vocational programs to link education across the curriculum K-16. Ms. Lewis understands personalized learning and has used this at various times with Chapter I/Title I students as well as schools across Illinois. Ms. Lewis has overseen and personally been involved with all areas of reform at the state and local levels. She has a Certificate of Completion for Grants Management Training for Grantees. Ms. Lewis has administered grant programs at the Federal and state levels and reviewed and scored grants at both levels.

Last Name: Lombardo

First Name: Marianne

Marianne Lombardo's professional career has been driven by her own lived experiences and passion for helping others. At seventeen, Ms. Lombardo graduated from a school for pregnant and parenting teens. At twenty, with two children, Ms. Lombardo attended community college - made possible through grants and child care subsidies. After finishing a Bachelor's degree in Sociology, she was awarded a Fellowship for Graduate School at The Ohio State University. After completing a Master's degree (and a year of Ph.D. study), Ms. Lombardo left graduate school to work with a program that assisted recipients of government services with attaining a post-secondary credential. She simultaneously taught Sociology courses at several local colleges. She next worked with the Ohio Department of Youth Services (ODYS), where she saw the impact of children who had been passed through chaotic, negative and ineffective learning environments. Ms. Lombardo worked for several years to assure that ODYS schools could

report education data to the state. She also worked to assure that released students were transitioned into continuing education, job training, or employment training. Ms. Lombardo worked to bring Arts and Humanities to the school experience. She has been working with Ohio's charter schools for the past five years. Her daily work involves collecting, analyzing, and presenting data so that all students can access an academically invigorating and physically and emotionally safe learning environment.

Last Name: Mahoney

First Name: Bridget

Bridget Mahoney is currently a doctoral candidate in Curriculum and Instruction in Teaching and Learning in English Education at the University of South Florida, Tampa. Ms. Mahoney's research interests are focused on middle level classrooms and include the successful education of urban students, teacher care, writing instruction, and the integration of technology into the language arts. Before her doctoral studies, Ms. Mahoney taught for eight years in a Florida middle school. She taught a variety of courses at the middle level (e.g. reading, humanities, social studies, history, and language arts) and served as a site-based reading coach. She held the position of department chair for language arts and served on the school's Leadership Committee and Reading Leadership Team. Ms. Mahoney is an active member of several professional organizations. She serves as the graduate student council member for the American Educational Research Association's Special Interest Group on Middle Level Educational Research and is the technology liaison for the Tampa Bay Area Writing Project, an affiliate of the National Writing Project. Ms. Mahoney earned her B.A. from the University of Florida in English literature and political science and her M.A. in English literature from the University of South Florida, Tampa. Currently, she is working on her dissertation, a narrative inquiry into the integration of technology into low-income middle school language arts classrooms.

Last Name: Margeson

First Name: Sarah

Sarah Margeson is a special education teacher and education policy consultant. With over 10 years of experience in urban education, she has worked at the local, district, and state levels to inform education policy. Following her start with The Kennedy Krieger Institute, a non-public school for students with severe disabilities, she went on to teach in Baltimore City Public Schools (BCPSS) for five years before joining Seattle Public Schools. While teaching she worked with The New Teacher Project to recruit, select, and train resident teachers in partnership with the human capital strategy of BCPSS. She created several community based partnerships establishing athletic programs in multiple inner city schools. Ms. Margeson has worked with Seattle City Council and the Alliance for Education to conduct policy analysis evaluating district data capacity, regional workforce development, and municipal performance-based accountability structures. Currently Ms. Margeson leads a program for students with emotional & behavioral disabilities within Seattle Public Schools. She is also a Policy Team Leader for Teachers United, an organization focused on promoting teacher voice in policy. Ms. Margeson earned a M.Ed. in Education Policy from the University of Washington and a M.A., Leadership in Teaching from the University of Notre Dame of Maryland.

Last Name: Martin-Dunlop

First Name: Catherine

Dr. Catherine Martin-Dunlop has been involved in science education for over 30 years. She first had a 10 year career in informal environmental education with the Canadian park system as a park interpreter/ranger. Then she went on to teach general science, biology, mathematics, English composition, and environmental science in elementary and secondary school classrooms in British Columbia, Hong Kong, and California. After eight years in schools, she returned to university and obtained a Masters from

the University of Southern California and a Ph.D. from Curtin University of Technology in Australia, both degrees in science education. Between 1999 and 2010, Dr. Martin-Dunlop worked at California State University, Long Beach, where she taught courses for preservice science teachers, developed courses for their new Masters in Science Education program, and supervised student teachers. In 2010, she provided professional development for faculty at Lucknow University in India on effective strategies for preparing future secondary school science teachers. In 2011, she began her position as an Associate Professor at Morgan State University in Baltimore, Maryland. She is currently developing a STEM research program focusing on: (1) aspects of the urban learning environment that serve to promote or depress student outcomes in science, (2) characteristics of student/teacher interactions in urban science classrooms, and, (3) environmental literacy and assessment.

Last Name: Martinez-Saldana

First Name: José

Mr. José Martínez-Saldaña has 25-years' experience designing and implementing educational programs focusing on low-income and first generation students in both rural and urban settings. He has directed clusters of grant funded programs (federal, state, foundation and corporate) serving high need students, including migrant youth, migrant out-of-school youth, ESL, re-entry and adult education programs. Mr. Martínez-Saldaña has also led program assessment and evaluation of grant and general funded programs and departments. He is an external evaluator for grant programs and is a frequent presenter/trainer at regional conferences. Mr. Martínez-Saldaña served as Senior Development Officer at the Hispanic Scholarship Fund, where he assisted with the formulation of logic models and appropriate assessments. As Director of K-12 and Community Partnerships and Director of Student Outreach and Support Programs at California State University, Mr. Martínez-Saldaña worked with dozens of districts in exploring and implementing small and large scale reforms to improve student learning and achievement. Mr. Martínez-Saldaña holds a B.S. in Political Science from Santa Clara University and an M.E.D. from American Intercontinental University. He served as President of the Western Association of Educational Opportunity Personnel in 2005-06 and Chair of the Board of Directors for the Council for Opportunity in Education in 2007-08. Jose has been a grant reviewer for the Community Foundation of Monterey County since 2011.

Last Name: Masztal

First Name: Nancy

As a teacher educator Nancy Masztal has sought to prepare teachers to successfully develop readers and life-long learners. Ms. Masztal's work has included working with teachers at the university and within their schools and classrooms. Instruction in coursework has laid a theoretical foundation for instructional practice along with multiple opportunities to "practice" what is being studied. Ms. Masztal also supervises teachers in their capstone course in their classroom/school. Over the years she has successfully worked with teachers (preservice and inservice) to implement programs for striving readers. Selecting the "right" assessments to get the information one needs, interpreting the data one collects and then planning instruction appropriate for the needs of the student(s) is imperative. It has been her pleasure to teach courses in Reading Assessment, Reading Intervention and Reading Diagnosis and Remediation. Prior to being a teacher educator Ms. Masztal spent several years as a classroom teacher in grades 2, 5 and 6. She also taught ABE and GED to incarcerated young men in Federal prison. Additionally, she has had the opportunity to serve as a consultant in the field of literacy. She has worked with school districts, parents, and state departments of education. Most recently Ms. Masztal has served as a reviewer with colleagues in education to read and review grants submitted by school districts for funding to support literacy.

Last Name: May

First Name: Brian

Brian May has served in an educational capacity for over 15 years. He was originally trained and certified as a public school teacher where he taught in a high-needs, at-risk environment at the high school level just outside Oakland, CA. After teaching, Brian developed skills and expertise in K-12 assessment, school budgeting, and district wide planning working for a top test preparation firm and then a non-profit research firm focusing on assessment and student growth measures. Brian also had the opportunity to work closely with charter schools in Detroit, Michigan as he authored a winning Teacher Incentive Fund grant through the U.S. Department of Education in 2010 focused on student growth, educator evaluation, and incentive programs. Understanding the need for solid data for teachers and building leadership on a universal operating system, Brian recently raised \$1.6M through a private philanthropic funding partner to build a web-based school performance management tool.

Last Name: Mazyck

First Name: Gail

For over 17 years, Gail Mazyck has served in the field of Education. During this journey, Ms. Mazyck earned a B.S. in Elementary Education, a M.S. in Reading and a M.A. in Educational Leadership and Technology. Her tenure in education has provided her with experiences in both the general and special education environments. She has held the title of Middle School Special Education Teacher, Elementary School Teacher, Literacy Teacher, Literacy Teacher Trainer, Principal Intern, Coordinator of Compliance for Exceptional Children's Programs, Education Evaluator, School Based Coordinating Teacher and B-K Itinerant Teacher. Ms. Mazyck's career has also included higher education. At the community college level, she taught Pre-Curriculum Reading. Presently, she is an Adjunct Professor at Shaw University in the Teacher Preparation Program. She teaches Emergent Literacy with an emphasis on research informed interventions to facilitate learning in at risk students as well as English Language Learners. Two summers ago, Ms. Mazyck participated in the Measures of Effective Teacher Project as an evaluator of what is occurring in classrooms. In addition, Ms. Mazyck has served as a peer reviewer for the 2013 Senior Corps and AmeriCorp grant review process.

Last Name: McCracken

First Name: Helen

Prior to her retirement after 35 years in the same school district, Dr. Helen McCracken held the following positions: teacher, elementary principal, middle school principal, high school academic principal, Director of Curriculum and Instruction, Assistant Superintendent, and Superintendent. Further, she led the district to the attainment of its only two National Blue Ribbon Schools of Excellence. Additionally, Dr. McCracken taught online for California University of PA in the areas of preparation for principals and superintendents thus expanding her expertise of educational topics specific to student achievement from these vantage points. The Canon-McMillan School District, under her leadership, also recovered from fiscal woes as identified by the PA Auditor General.

Last Name: McKee

First Name: Todd

Over the course of the past 17 years in education, Todd McKee worked and served in a variety of positions predominately in the high school setting. During the first seven years of his career, Mr. McKee worked in the classroom as a teacher, working, first, with pre-adjudicated youth in a correctional setting and then in a comprehensive high school where he taught advanced English and history as well as Adaptive Physical Education to high needs students. During this time, Mr. McKee led the implementation of the International Baccalaureate Diploma Program at a high school. As a high school administrator and principal for the past ten years, his work has focused on building structures within schools that

personalize the learning environment, provide academic and behavioral intervention for struggling students, and implement a standards-based instruction and assessment system that will lead all students to meeting college and career standards. This effort has helped him to develop expertise in Positive Behavior Intervention Systems/Response to Intervention, Smaller Learning Communities, and data-driven decision-making models. His most current work is focused on taking a number of school-based initiatives to scale at the district level, including the development of a standards-based learning system that identifies clear, daily learning targets for every student in every class.

Last Name: McKenzie

First Name: Edna

Edna McKenzie received her Master of Arts in Education, certifications in Special Education, (LD and EBD) and her Principal K-12 and Director of Special Education licensure from the University of Saint Thomas, Minnesota. Edna is currently serving with West Metro Education Program, FAIR School-Crystal and is also an Adjunct Professor at Saint Mary's University, Minnesota, teaching a Masters level course The IEP Process. Edna has received specialized training from the Pacific Education Group in transforming educational systems into racially conscious and socially just environments that promote positive outcomes for all students.

Last Name: McMullen

First Name: Tom

Tom McMullen is a retired school superintendent and has dealt with a variety of educational, social, and community issues during his time. Mr. McMullen has 40 years of experience in education and social work (his first degree which he utilized both as a settlement house social worker and also in his educational positions) and has served as teacher, coach, and administrator. This covered the range from small, rural communities to Minneapolis and suburban school districts. After retiring, Mr. McMullen has served as the primary grant writer and evaluator for two Native American tribes in Minnesota and one in South Dakota. In addition, he has been the primary grant writer and evaluator in suburban Minneapolis school districts, as well as writing large Federal grants for Minneapolis such as the Magnet School Grant. Since retirement Mr. McMullen has also been very active in peer reviewing and has completed over 75 such opportunities in the past 8 years.

Last Name: McSweeney

First Name: Theresa

Theresa McSweeney provides information and technical assistance and training to New York State United Teachers (NYSUT) members on a broad range of P-12 educational topics and issues, including New York State and Common Core Learning Standards and assessments, Teacher Evaluation and Annual Professional Performance Review, and Safe Schools. She has presented at a variety of conferences and other venues at the state and local level. Prior to beginning work at NYSUT in 2007, Theresa was a middle-level and high school math and science teacher, certified in math and biology grades 7-12, with 16 years teaching experience. At NYSUT, Theresa is the content specialist in the areas of math, science, technology education and Career and Technical Education (CTE) and has a deep understanding of the Common Core and New York State Standards. Theresa served as Co-Chair of the New York State Mathematics Standards Committee from 2003-2005. She has since worked on committees with the New York State Education Department (NYSED) and groups of educators, administrators, NYSED staff, higher education representatives, and other stakeholders and made recommendations for additions to the Common Core State Standards for mathematics. Theresa served on the Board of Regents Career and Technical Education Advisory Panel, charged with making recommendations for improving CTE to better

meet the needs of students and employers. Theresa also served on the Board of Regents Dignity Act Task Force.

Last Name: Mercado Jr.

First Name: Efrain

Efrain Mercado Jr. was recently appointed as the Project Director for the Common Core State Standards at the National Association for State Boards of Education. In this role he will be working to help state boards of education across the nation lead and direct policy to ensure fidelity of implementation of the standards and related initiatives. Prior to this role he held the position of Lead Strategist for the Common Core State Standards at ASCD. In this role Efrain focused on increasing awareness and support of the standards among K-12 policymakers and educators. He also engaged with states and districts to help identify, develop, and disseminate practical tools and resources for educators to use in implementing the common core state standards at the local level. Efrain came to NASBE with a background in developing partnerships to promote College and Career Readiness for all students. Efrain has extensive experience partnering with urban school districts to help students achieve College and Career Readiness through his previous work with ACT, Inc. While with ACT, Inc. Efrain worked as the Director of Outreach for the National Center for Educational Achievement (a department of ACT, Inc.) where he worked with state education agencies and school districts to promote and advocate for the use of best practices to achieve College and Career Readiness. He also brings extensive college preparation experience from his previous roles as a master tutor/teacher for the Princeton Review and as the president and founder of Premier Prep, a test preparation and college admission counseling company. Efrain holds a B.A. from the University of California at Riverside. While in high school Efrain was a part of the federal TRIO program, Upward Bound, based at the University of California, Riverside.

Last Name: Mesecar

First Name: Doug

Doug Mesecar has served in senior operational and policy roles at the U.S. Department of Education, leading education companies, and in Congress. Most recently, Doug served as Vice President for Contract Programs and SylvanSync™ at Sylvan Learning. In this role, he led the school services division of Sylvan and the operational implementation of Sylvan's new digital teaching platform. At the U.S. Department of Education, Doug served in a number of senior roles: Assistant Deputy Secretary of the Office of Innovation and Improvement, Acting Assistant Secretary of the Office of Planning, Evaluation and Policy Development, and Deputy Chief of Staff of the Department. In Congress, Doug was a senior professional staff member on the House Education and Workforce Committee, where he worked on the reauthorizations of the Elementary and Secondary Education Act (NCLB) and the Office of Educational Research and Improvement, now known as the Institute for Educational Sciences. Doug attended the University of Denver, where he completed graduate work in education and earned his teacher license. He taught 5th grade in the Jefferson County School system in Colorado. Doug earned his undergraduate degree from Hope College, graduating Phi Beta Kappa.

Last Name: Metral

First Name: Rolf

Rolf Metral is currently a 5th grade teacher at Manatee Elementary School in Collier County, FL. Mr. Metral has been teaching for 5 years in Title 1 schools, including two years teaching English language learners in Immokalee, one of the most economically needy communities in Collier County. He has also taught adult language learners for the past two years. His experience teaching has made him extremely optimistic about the ability of all students to grow academically and socially. Mr. Metral has been

nominated for the Golden Apple award the past two years. He has created and managed his own adult technology course and has experience in grant writing and overseeing of program.

Last Name: Middendorf

First Name: Jennifer

As an educator teaching exceptional students for thirteen years, Jennifer Middendorf has experienced how proper funding with well-defined/outlined plans can increase student achievement and close the achievement gap. Ms. Middendorf has had the opportunity to create and implement program proposals centered around data-driven instruction. Part of these proposals involved working with staff through coaching and small-group sessions to implement professional learning communities following effective models that encouraged collecting and analyzing data. Through the many experiences she has had in leadership and staff development, Ms. Middendorf has further learned the importance of well-developed plans including needs assessment, program proposal, required resources, scientific-based instructional approaches, program cost, sustainability, and program review throughout implementation. Furthermore, in working with high-needs students, she has seen the importance of implementing and sustaining these well-developed plans. As a literacy coach teaching students who read significantly below grade level, Ms. Middendorf has measured student performance through data collection from assessments (formative and summative) linked to the Common Core Language Arts standards.

Last Name: Miller

First Name: Anne

Anne Miller's career spans education, business, and not-for-profit organizations dedicated to improving K-12 education. Her areas of specialty include Strategic management of human capital (HR), Leadership development; Strategic planning & implementation; Process improvement, quality, & accountability. Anne served most recently as VP of the Institute for Student Achievement (ISA), a non-profit dedicated to improving high schools through personalization and the development of leadership and teachers. Prior to ISA she was part of the leadership team in the Newark, NJ Public Schools, as Executive Director of Human Resources, focusing on district and school improvement. Previously as Education Director at the American Productivity & Quality Center, she led the development of the Texas Principal Excellence Program (TxPEP) through a large grant from the Texas Education Agency. Anne has also served as the Executive Director of the Association of School Business Officials International (ASBO) and as the Director of School Leadership Services with the National Association of Secondary School Principals (NASSP), where she procured and managed grants from the U.S. Department of Education and from national foundations. Anne taught in rural K-12 public schools and at the Universities of Kansas and Missouri. She holds Bachelors and Masters Degrees from the University of Michigan and a Ph.D. in Education from the University of Illinois.

Last Name: Monroe

First Name: Carla

Dr. Carla Monroe holds a Ph.D. in Educational Studies and she has over 10 years of professional experience as a teacher, researcher, administrator, and evaluator. Her research centers on how educational and life outcomes are shaped by social trends and conditions, particularly as related to historically underserved groups in urban and suburban contexts. Her publications have appeared in journals such as Teachers College Record, Urban Education, Educational Researcher, Educational Horizons, and the Journal of Teacher Education. She is an Associate Editor for Intercultural Education and serves as a reviewer for several professional journals.

Last Name: Montez

First Name: Andres

As a professional educator, Andres Montez has served at the local school level, at the university and college levels and at the federal levels. At Houston Community College, Mr. Montez worked with the state Higher Education Coordinating Board and local colleges and universities to establish programs to help students succeed in math, science, engineering and technology programs at the secondary level and at the two year college level so they could successfully transfer to the four year university. Mr. Montez also assisted faculty at the two year college establish college preparatory programs, content and assessment standards for students under prepared to succeed in college academic success and with workforce and technology divisions to establish programs and assessment standards designed to equip students with skills to enter business and industries in the Houston economy. His work has also involved professional development for secondary school teacher to acquire pedagogical skills and knowledge to more effectively deliver math, science, engineering and technology instruction and with principals develop professional development programs for their faculty. His professional positions include teacher in early childhood bilingual education, English and Teacher Education faculty at the University of Michigan; Education Program Specialist at the US Department of Education; Campus Director and Director of the Department of Resource Development at Houston Community College. Mr. Montez has also served a peer reviewer for the US Dept. of Education, the HUD, USDA, USDOL, DHHS, AmeriCorps and NSF among others.

Last Name: Morgan

First Name: Alisha

Alisha Thomas Morgan made history at age 23 as the first African-American elected to the Georgia House of Representatives from Cobb County. Now in her sixth term, Morgan serves on the House Education Committee and is Vice Chair of the Innovation Subcommittee. One of Georgia's most vocal advocates for education reform, in 2009 Morgan launched the "Closing the Achievement Gap" Campaign, assembling K-16 stakeholders for the first time in recent history to identify ways to level the playing field in public education. That same year, she authored HB 251, a law which empowers parents to access more options within the public school system. Other legislative victories for Morgan include leading the charge to end LIFO Last in First Out policies, empowering school districts to retain its most effective teachers; co-author of the state's constitutional amendment allowing the state to authorize charter schools; and co-sponsor of the state's Teacher and Leader Evaluation law. Her work in education has earned her the "Impact Award", the Georgia Charter School Association's highest award, the "Friend of Mathematics" award from the Georgia Council of Teachers of Mathematics, the "Champion For Choice" Award from All Children Matter, the "Putting Kids 1st" Award from the Ohio Coalition for Quality Education, and the "Legislative Leadership Award" from the National Board for Professional Teaching Standards. Morgan is a graduate of Spelman College and is a proud mother of daughter Lailah, a first grader attending Cobb County Public Schools.

Last Name: Morgan

First Name: Anthony

Dr. Anthony Morgan has more than 15 years of experience in the areas of early childhood education, child development, and higher education. Currently, Dr. Morgan is the Lead Faculty for three of the undergraduate courses in the Bachelor of Science in Child Development at Walden University in the Richard W. Riley College of Education. While at Walden, Dr. Morgan has taught in the Masters of Science in Early Childhood Studies and served as a University Supervisor in Teacher Education. Also, Dr. Morgan has worked with Kaplan University, University of South Carolina (Upstate), Benedict College, and the United States Army Training Center at Fort Jackson, South Carolina. Recently, Dr. Morgan was appointed to City of Columbia Community Citizens Advisory Board. Dr. Morgan is a former

Consulting Editor for “Young Child”, Journal of National Association for the Education of Young Children (NAEYC). In 2006, he was chosen as an American Educational Research Association (AERA) Emerging Scholar. Beyond, Dr. Morgan experience as a reviewer with the U.S Department of Education, he has served as a reviewer with US Department of Administration for Children and Families: FYSB-Street Outreach Program 2013 and Children of Prisoners 2010. His research interests include teacher education, family and parent involvement, recruitment and retention of black male teachers, closing the achievement gap of black boys, classroom management, early childhood, and community college leadership. Dr. Morgan earned his Ed.D. from Fielding Graduate University, his Master of Arts in Teaching from University of South Carolina, and his B.S. from the University of South Carolina.

Last Name: Murray

First Name: Colleen

My professional focus is on assessments, “tracking,” new technologies in education, student coaching, and discipline practices. I have spent years teaching the art of portfolio assessment, as a way to motivate and see the true student, and am now researching how to use personalized formative assessments (one on one interviews) to scaffold metacognition using e-portfolios.

Last Name: Myers

First Name: Carol

Carol Myers is an experienced youth worker, teacher, principal, program director, consultant, facilitator, trainer, and coach. Ms. Myers has helped create and replicate the Cities In Schools model in inner city Indianapolis. She has worked with district and school leaders to create and improve their schools in urban districts. Ms. Myers has assisted non-profit organizations with strategic planning, and targeted assessments to improve understanding of issues and opportunities and determine priorities for action. She is a National Faculty Member of the National School Reform Faculty and she utilizes professional learning communities’ strategies to engage groups in meaningful reflection, exploration, decision-making, planning, action and evaluation. She directed a state VISTA Service Learning Program across several schools. Ms. Myers has been a school coach helping facilitate the breakdown of a large urban high school into small schools. She started a charter high school as school director, facilitated several local, state and national school reform efforts and created leadership development programs for school principals and non-profit organization leaders. She has helped develop and direct a not-for-profit organization creating a youth leadership program and summer camp, facilitated adventure challenge and team building programs, and facilitated parent engagement initiatives. Ms. Myers has developed place based curriculum for the Rural Trust and coached in some rural schools. She has been a coach for a turnaround school in Delaware that was the third lowest performing school with over 60% students with special needs that has been successful. Ms. Myers has had over 10 years of experience with family engagement through the Indiana PIRC designing scale up parent leadership programs and college readiness efforts throughout the state. She has been on Schools of Education faculty at Butler University & the University of Indianapolis.

Last Name: Nelson

First Name: Vicki

Vicki Nelson is a certified Special Education Teacher with 15 years classroom experience teaching students of diverse backgrounds including migrant workers, homeless students, and ESL Language students. Ms. Nelson has created hundreds of individual education plans for students with mental and physical disabilities. Her students have been diverse ethnically and culturally (Spanish, Hawaiian, Y’upic, Caucasian, African, Filipino etc.) as well as economically (most schools and families are low income). Ms. Nelson has taught ages 5 through 55, from mild to severe disabilities (including behavior disorders and autism), vocational training, transitions (school to work) and ABE/GED. In all cases she has worked with families and community agencies (Social Services, Health Department, Child Welfare,

Voc. Rehab, courts) to create individual plans for success in school and in work beyond. Ms. Nelson has completed all state and federal paperwork; monitored student progress, collaborated with colleagues, and reported results. She has created the curriculum, recorded and evaluated progress. She has presented results to administrators, colleagues, community agencies and families. Ms. Nelson also has five years additional experience as classified personal, working in student records and ABE/GED classrooms, and administrator of a private pre-school/kindergarten Head Start program.

Last Name: Nelson-Reed

First Name: Vanessa

Vanessa Nelson-Reed has served as a peer reviewer for the US Department of Education for the past seven years reviewing program for the Office of Postsecondary Education, Office of Innovation, Office of Migrant Education and other offices. Ms. Nelson-Reed has the ability to review applications according to scoring criteria and apply scoring accordingly to conduct effective reviews. She has served as a lead panelist as well as a peer reviewer and she has over 20 years of experience in higher education and K-12 education to support her peer review activities.

Last Name: Ocasio

First Name: Nilda-Esther

Nilda-Esther Ocasio was born in Manhattan, NY but grew up in Puerto Rico. After graduating from high school in Puerto Rico, Ms. Ocasio returned to the U.S and enlisted in the United States Army National Guard for 6 years. After fulfilling her duty in the army, she applied to college and was accepted at the University of Massachusetts Boston, where she earned her teaching credentials and graduated with a B.A. in Psychology. Right after, Ms. Ocasio was hired as a teacher in an elementary school in Boston. While living in Boston, Massachusetts, she taught for 7 years in the Boston Public Schools as a Bilingual Ed teacher in an elementary setting. During her seven years working for the city of Boston, she taught Kindergarten, 2nd, 3rd, 4th, and English as a Second Language and participated in various committees. In 1999, she earned a Master Degree in Education from Cambridge College. In 2002 Ms. Ocasio moved to the state of Maryland and worked in Alexandria for 9 years as a Spanish Dual-Language teacher. Her current teaching credentials highly qualify her to teach Pre-K to 12 grades, with an E.S.L and Bilingual endorsement in Virginia and Maryland. Ms. Ocasio has taught non-native English and native English speakers in a Dual Language setting.

Last Name: Parker

First Name: Eric

Eric Parker is an educational leader with experience as a collegiate/scholarship athlete, graduate student, teacher, and school administrator. Over his career he had the opportunity to work with an array of students, teachers, and parents in three different school districts. He has worked at both the middle and high school levels and has worked on various initiatives at the local and state levels.

Last Name: Patterson

First Name: Patricia

Patricia Patterson experiences in education span from suburban to urban and rural settings. She has taught English in the inner city of Washington, DC, as well as in rural areas in SC. She has held several different positions ranging from classroom teacher, master teacher, literacy coach, assistant principal, language arts specialist, director of secondary education and consultant. The positions she has held have involved serving on external review teams, reviewing statewide test items to determine their appropriateness and alignment to state standards writing grants, observing, evaluating, coaching and mentoring teachers, serving on textbook adoption committees, making presentations to school board members, and

conducting professional development in best practices in English instruction. She has made presentations at state and national conferences on strategies for increasing student achievement. Her last employer was the Southern Region Education Board where she served as a literacy consultant for three high schools who were implementing the High Schools That Work program.

Last Name: Patterson

First Name: Susan

Susan Patterson, Summary of qualifications: Education grant development, program management, and compliance administrator with nine years of experience in:

- Grant writing, project management, and facilitation with \$23.9M in federal, foundation, state, and corporate awards
- Project budgeting
- Reviewing and drafting development, compliance, finance procedures for alignment/effective coordination
- Compliance for federally mandated programs and for federal, state, foundation, and corporate grants equaling \$36M
- Grant award and budget/scope amendment negotiations
- Donor relations, co-sponsorship and sponsorship initiatives
- Drafting donation and sponsorship policy
- Researching federal and state legislation governing grants and donations
- Researching best practices and emerging models in education
- Designing and managing mini-grant programs
- Coordinating contracted consultant services for development projects

Last Name: Paule

First Name: Lynde

Lynde Paule has been involved in the field of education for the entirety of her professional life, beginning as an elementary and special education teacher. After receiving her MS and Ph.D., she worked for an educational laboratory and a research institute and developed school-level assessments and evaluated school and district reform programs initiated at the local, state, and national levels. She has evaluated Title I/Chapter I programs, dropout demonstration programs, special education programs, reading programs, professional development programs, and beginning teacher programs. As an independent consultant she evaluated a major statewide initiative in Oregon that developed school to college transition programs. She interviewed high school students and administrators across the state and conducted surveys of high school students. She evaluated a statewide teacher professional development initiative in Washington. At the university level she evaluated teacher and administrator training programs, and has taught doctoral students who were enrolled in an educational leadership doctoral program. She currently teaches doctoral students how to design and conduct research for their doctoral research. She has developed extensive knowledge about educational efforts designed to help all students succeed in both traditional and non-traditional school environments.

Last Name: Pederson

First Name: Julie

Julie Pederson teaches middle school language arts in the Hillsborough County Public Schools in Tampa, Florida. Ms. Pederson graduated cum laude from Yale College in 1996 with a degree in English. After college, she worked in Washington, D.C. During her three years with the U.S. Department of Education, she wrote publications and worked on special initiatives in the Office of Planning and Evaluation.

Seeking more hands-on work in education policy, she moved to the Comprehensive School Reform Demonstration Program (CSRD) where she worked directly with SEA leaders in the grant application process and then with various stakeholders to implement the grant program. Conducting site visits to Title I schools receiving CSRD funds inspired Ms. Pederson to move into the classroom. She attended the Master Teacher Fellows program at Wake Forest University, earning a Masters in Education in 2001. Her decade of teaching has allowed her to experience firsthand the joy, power, and frustrations of teaching and to understand more fully the impact of policy decisions on students and teachers.

Last Name: Pellettera

First Name: Morgan

Morgan Pellettera, is a high school English teacher at Arroyo Valley High School, a large, urban high school in the San Bernardino Unified School District in Southern California. She has taught at the school for 12 years, encompassing her entire career in education. Over that time, she became involved in many different leadership roles. She served on our schools' leadership and professional development, taught English at the school's California Partnership Academy, a smaller learning community on the school's campus, mentored other Academies across the state, served as a BTSA support provider, served on six (and chaired one) Western Association of Schools and Colleges Visiting Committees, which is the accreditation board for high schools and colleges in California. In 2012 she became a National Board Certified Teacher in English Language Arts/Adolescence and Young Adulthood.

Last Name: Perrigin

First Name: Michele

Michele Perrigin teaches 12th grade English and ACT prep courses at a suburban high school outside Memphis, TN. She is an ELA 11-12 Common Core Coach for the Tennessee Department of Education and has received extensive training on the implementation of Common Core Standards by the Institute for Learning and the TN Department of Education. She, along with other TN Core Coaches from across the state, led a teacher training of 30,000+ educators on implementation of the Common Core Standards for the 2013-14 school year. She was recently selected to serve as 1 of 24 members of Achieve's newly launched EQuIP Jury in Washington, D.C. Additionally, she has experience as a presenter for professional development at the school, district and state levels and serves as a liaison to parents and stakeholders within the community. During the upcoming year, she has volunteered to be a mentor for TN Achieves whose mission is "to increase higher education opportunities for Tennessee students by providing last dollar scholarships with mentor guidance."

Last Name: Perry

First Name: Katheryn

Katheryn Perry has been teaching for seven years after spending many years in the non-profit sector. Her past experience as an administrator for an education based AmeriCorps program gave her insight into the needs of students and schools in urban areas; and her later experience running a legal aid program instilled in her a belief that education was best way to keep people out of the justice system. Katheryn currently works at an alternative high school which has a student population that is considered to be "at risk."

Last Name: Peters

First Name: Laurence

Laurence Peters has more than 20 years of senior government experience. From 1987 to 1993, Peters served as counsel to the US House of Representatives Subcommittee on Select Education where he helped to pass major legislation such as the Environmental Education Act and legislation to rewrite the

US Educational Office of Educational Research and Improvement (OERI). Peters served as a Senior Policy Advisor with the US Department of Education between 1993 and 2001. In this capacity he helped form many education partnerships in major cities such as Philadelphia and Baltimore. Most recently he was the Director of the Mid Atlantic Regional Technology Consortium (MARTEC) at Temple University in Philadelphia and was responsible for the education technology training in a five state region. Peters holds a doctorate degree in English and Education from the University of Michigan and a law degree from the University of Maryland.

Last Name: Piety

First Name: Philip

Philip J. Piety's background includes extensive experience with organizational technology and a Ph.D. in education from the University of Michigan. He is the author of *Assessing the Educational Data Movement* published by Teachers College Press in 2013, founder of ED Info Connections, a benefit corporation serving to improve the information educators use, and a faculty affiliate of Johns Hopkins University.

Last Name: Reid

First Name: Natalie

Natalie Ferguson Reid has been an educator for nearly ten years, working with students from grades 3-College. She currently works as an English teacher at Edgewater High School (EHS) in Orlando, FL, with experience teaching world, American, and British literatures. Prior to joining the team at EHS, Mrs. Reid worked as a curriculum and testing coordinator at Innovations Middle Charter School, a school focused on helping over-aged, at risk middle school students progress academically. In 2007, she was a founding teacher at Langston Hughes Academy, the pioneering charter school of the NOLA 180 organization. In this role, the then Ms. Ferguson, taught science to the school's one hundred fourth and fifth grade students. Additionally, she co-founded Project D.R.E.A.M. (Daring to Remain Educated and Motivated), an organization formed in response to the need to connect the students at Langston Hughes Academy with local college students to assist them in achieving their long term goal of attending a four year college or university. Prior to teaching in New Orleans, Mrs. Reid taught in Queens Village, NY, for three years as a New York City Teaching Fellow, an alternative certification program. Regarding her education, Mrs. Reid received her Master of Science in Education from Queens College. She recently completed her Education Specialist Degree in administration and supervision from the National-Louis University. In addition to her education and public/charter experience, Mrs. Reid is an adjunct faculty member at both DeVry and Everglades Universities.

Last Name: Rodriguez

First Name: Giselle

Giselle Rodriguez is a Curriculum Specialist for a nationally accredited charter school system. She has served as an educator in South Florida for over 10 years. Her role as a curriculum specialist focuses on data management, professional development, and curriculum alignment for school personnel and system leaders. Under her guidance schools have reached notable achievements in student performance and substantial increases in students' learning gains. Giselle has led new efforts to encourage community involvement, technological advances, and parental support to help drive change in current educational efforts. Speaking engagements have included the Florida Reading Association Conference, the Southeastern Regional Association of Teacher Educators (SRATE), and the Jewish Museum of Florida. Giselle holds a bachelor's degree in Elementary Education, a master's degree in Reading Education and holds certifications in ESL and Gifted Education. While pursuing her degree Giselle was the recipient of multiple educational grants and was recognized as an honor student on the dean's list. She also held office

in the local chapter of the Future Educators of America and lead other future educators in charitable efforts to support local schools.

Last Name: Rodriguez

First Name: Merlinda

Merlinda Rodriguez began her 33-year educational career as an elementary school teacher in the Austin Independent School District. She earned a B.S. from St. Edward's University in Austin in bilingual education with an additional endorsement in English as a Second Language, and a M.Ed. in curriculum and instruction from the University of Texas at Austin. During Ms. Rodríguez's teaching career, she taught third grade, mentored new teachers and student teachers, spearheaded mathematics education on her campus, achieved National Board Certification, helped to create the district's Teacher Leadership Development Program, and won an independent study grant on the topic Women Science Fiction Writers and Their Visions. She also taught two college-level courses, Language Acquisition and Mathematics Methods. Merlinda was listed in Who's Who Among America's Teachers three times. During the summers, she taught short courses and workshops to elementary students, such as Algebra for Everyone and Science Fiction. After teaching for 22 years, Ms. Rodriguez joined the Austin ISD's Department of Professional Development to grow and coordinate the New Teacher Mentoring Program, which served 700+ teachers annually, and to co-coordinate the week-long New Teacher Academy, which 800-1000 teachers attended annually. During her 11 years in professional development, she also coordinated her district's National Board Cohort Program and the Teacher Leadership Development Program. Merlinda Rodríguez retired in 2012, but currently works part-time in Austin ISD in the Bilingual/English Language Learners department.

Last Name: Rogers

First Name: Linda

Linda Rogers is a public school educator with experience teaching in the elementary and secondary school levels. Ms. Rogers is currently an 8th grade school administrator and doctoral candidate with Liberty University. In addition, Ms. Rogers has taught the following settings: urban, suburban, rural, and international.

Last Name: Roseboro

First Name: Karen

Karen Roseboro is an experienced and passionate school administrator with over 11 years of experience. Dr. Roseboro has worked at both the elementary and secondary level. Dr. Roseboro also has experience working in rural and urban settings. She has a Doctorate in Educational Leadership from Wingate University. Her dissertation was on "Response to Intervention in Urban Schools." Dr. Roseboro has had special training in Data Wise data tools, Baldrige Continuous Improvement Model, Professional Learning Communities, Instructional Technology in School Leadership, and Positive Behavior Intervention Support. She has also had the honor to participate in the Harvard School of Education "School Turnaround" institute and the National Institute for School Leaders. Dr. Roseboro is currently the principal in a highly impacted school that serves 99% free and reduced lunch students in the Winston-Salem, Forsyth County School System in North Carolina. Dr. Roseboro has advised other Title I schools on how to increase support among parents, community, business, and faith-based partners. Other major projects which she has played a key role within her school district include training and assisting Title I principals on conducting comprehensive needs assessments, budgeting and developing prioritize plans based on school data. Dr. Roseboro has worked with the Assistant Superintendent and the Title I department regarding the revision of the school improvement plan format and processes. She is also a

member of the District and State Response to Intervention Consortium and the STAR 3 (school transformation by actively recruiting, rewarding, and retaining teachers) paid for performance team.

Last Name: Rowe

First Name: Kjellaug

Kjellaug Rowe has extensive experience in K-12 public education. Ms. Rowe is a National Board Certified Teacher, and she recently earned her Principal Credential and 2nd Master's Degree in Educational Leadership through the University of Washington, where she is also a PhD candidate in the College of Education in Educational Leadership and Policy Studies. At UW, she is part of a pilot study on teacher leadership and action research projects, with a focus on data analysis of qualitative case studies to gain a greater understanding of teacher leadership. As a teacher, Ms. Rowe has worked in racially and economically diverse settings, working at Foster High School in Tukwila. Ms. Rowe has experience as a classroom teacher, instructional coach, professional development trainer and presenter (both at the district and national levels, through Link Crew, a freshmen orientation and mentor program), mentor for new teachers and tech teachers through CSTP (Center for Strengthening the Teaching Profession) and TEALS (Technology Education and Literacy in Schools) Microsoft program, and she has worked as a vice-principal and educational leader.

Last Name: Sanchez

First Name: Bianca

As an educator in LAUSD Bianca Sanchez's experience include teaching preschool to adults, governing board member, advocate, afterschool enrichment coordinator, translator and tutor in both general and special education settings. Ms. Sanchez is presently pursuing an administrative credential and National Board Certification. She sits on the national board of Educators 4 Excellence (E4E), a teacher-led nonprofit organization focused on elevating teacher voices in the policy arena. She is a House of Representative's member for her teacher's union, chairing the Policies & Curriculum committee. With E4E, Ms. Sanchez facilitated a roundtable discussion on a report about the distribution of effective teachers in LAUSD and its impact on low income as well as Black and Latino students generated by The Education Trust-West. She also served as a moderator for a discussion on school revenue ballot initiatives with United Way of Greater Los Angeles and the Advancement Project. Most recently Ms. Sanchez represented E4E at the Bill & Melinda Gates Teacher Voice Convening in Washington D.C., and participated in crafting a white paper on creating meaningful leadership pathways for teachers. Ms. Sanchez also attended the Professional Education Institutes at Harvard's Graduate School of Education to continue to develop her skills and leadership abilities towards closing the achievement gap in this country.

Last Name: Scales

First Name: Jodie

After serving 9 years in the U.S. Navy Jodie Scales worked for 18 years in the Human Resources area of business. After retiring, she and her husband moved to their home state of Indiana. Ms. Scales began substitute teaching for the local high school. After four years working nearly full time as a substitute teacher she transitioned her Bachelor's Degree in Communication and Organizational Design to a Teaching Degree. Within her first two years of teaching she completed her Master in Education degree and began working on a PhD program in education. Ms. Scales taught for four years at the 7th grade level and moved to teach the English 10 class last year.

Last Name: Scroggins

First Name: Tiphanie

Tiphonie Scroggins has more than 17 years of experience in urban PK-12 education. Currently, she is the Director of Data and Research of a public charter school in the District of Columbia. She entered the field of education in 1995 as a science teacher and has served as science department chair and academic dean before assuming her current position. Scroggins served as school lead to manage the annual enrollment audit project, which was instrumental in determining school funding. Most recently, Scroggins reviewed grants for the Office of State Superintendent of Education for the District of Columbia regarding Mathematics and Science Partnership and State Agency for Higher Education: Teacher Quality Improvement. In addition, Ms. Scroggins provided support to Bronx Charter School for the Arts in New York in the area of assessments and data. Scroggins has a Bachelor of Science degree in Microbiology from Howard University and received her Master of Education in Curriculum and Instruction from Trinity College in 2009. Tiphonie has begun her third year as a doctoral candidate in the Education Administration and Policy program at Howard University.

Last Name: Semmelroth

First Name: Carrie

Carrie Semmelroth is currently working as the project coordinator for the Recognizing Effective Special Education Teachers (RESET) and Technology Accentuated Transformative Education for Rural Specialists (TATERS) grant programs in the Department of Special Education at Boise State University.

Last Name: Setty

First Name: Rohit

Rohit Setty is currently a doctoral candidate in the Teaching & Teacher Education Program at the University of Michigan. As a graduate student, his work focuses on the intersection of educational reforms and teacher education practices in international contexts. Having worked with teachers, policy makers, and political scientists in India over the past few years, his current work is an examination of the new national teacher education curriculum framework in India. Recently, Rohit was awarded a U.S. Department of State Fulbright Grant. Under this grant, Rohit worked with the National Council for Educational Research and Training in India. For eight months he studied teacher training practices at this and other local institutions by developing, conducting, implementing, and evaluating his own teacher educator training modules as part of his dissertation research. For the past year he has been working as a Program Manager and Professional Learning Instructor for the U-M/Teach for America Partnership in Detroit, Michigan. Rohit earned his Bachelor's Degree in Social Science and Secondary Education from James Madison University in 1998. He completed his MA in South Asian Studies from the University of Michigan in 2007, where he explored educational issues in India through the multiple perspectives of history, anthropology, economics, business, religion, and architecture. He has taught in Virginia, Japan, and New Zealand as a school teacher and has worked with in-service and pre-service teachers across Michigan and in India over the last six years.

Last Name: Shipp

First Name: Chastity

Chastity Shipp is an experienced educator of nine years. She is passionate about education and ensuring the academic success of all student learners. Her experiences have been in teaching a range of learners in varied settings including English Language Learners. Teaching in predominantly urban, Title 1 schools, she has held the role of team leader, mentor, and workshop facilitator. She has earned both an undergraduate in Early Childhood Education and Masters in Administration and Leadership degree from Tennessee State University, with a K-12 Administration licensure. In recent years, she has begun pursuing a Doctorate of Education from Howard University; concentrating on Leadership and Educational Policy with a minor in Political Science.

Last Name: Shivers

First Name: Lucas

Within his decades in education, Dr. Shivers has sought opportunities to gain district-level certification and leadership experience in curriculum, instruction, assessment, special education, positive behavior instructional supports, student engagement and systems of interventions. As an instructional role model, Dr. Shivers seeks to advance teacher and student success as shown by his performance in: producing student-focused schools and classrooms with interactive learning environments; building bridges with families and the community with genuine and to-the-point communications; overseeing the effective planning, coordination and implementation of projects and events; vision-casting, constructing a consensus and efficiently executing goals; integrating technology and real-life events to equip for global, sustainable lifelong learning; as well as drafting and managing budgets; hiring, orientating and overseeing staff; and handling student and staff evaluations and discipline. Dr. Shivers earned a dual Bachelor of Science degree at Kansas State University in elementary education and agricultural communications, with a minor in leadership studies. Dr. Shivers completed his master's degree in educational administration and building-level leadership from Emporia State in 2007. In 2012, he finished his Ed.D from University of Kansas to empower data-driven, research-based leadership for school districts to succeed with Common Core instruction for diverse student needs.

Last Name: Shneyderman

First Name: Aleksandr

In his almost 30-year career in education Aleksandr Shneyderman has worked as a teacher, college adjunct professor, school administrator, and a district administrator. During his work as a district-level administrator, Mr. Shneyderman conducted program evaluations, compiled statistical reports, served as a member of a technical advisory committee for the state of Florida on the English Proficiency Assessment. He also served as a peer reviewer for the state of Florida on the selection of an evaluative agency for the state's Race to the Top implementation. In addition, Mr. Shneyderman has worked on the district implementation of the teacher evaluation system that uses the principal observations and the results of the State Value-Added Model. Furthermore, he worked on developing district models using various state and local data sources to develop statistical models, the results of which are used to determine teachers' pay-for-performance awards. He also served as a reviewer for the USDOE ESEA flexibility review and as a reviewer for several peer-reviewed journals.

Last Name: Shumway

First Name: Sara

Sara Shumway is a teacher, program manager, and policy analyst with over 10 years of varied experience in the education world. She is well-versed in key federal, state, and local legislation and policy related to education and K-12 schools. At the Harlem Children's Zone, she helps analyze, improve, support, and promote a pipeline of educational supports that follow a child from birth through college graduation and are surrounded by high-quality, community-based wraparound services.

Last Name: Smith

First Name: Shandra

Shandra Smith is a 20 year veteran educator in urban school districts. She currently serves as a Principal of a Type 1 Charter School in the state of Louisiana. She is a former Program Coordinator of a Medical Magnet Industry Based Certification program for at-risk youth.

Last Name: Smith

First Name: Stacia

Stacia Smith's career has been diverse: educator, business leader, college professor, grant writer, life-long learner. Ms. Smith enjoys challenges and is not satisfied with the status quo that shows no gains. As an educator with the Clark County Educational Service Center (Ohio), her focal point is student achievement and how to help districts improve their implementation of standards and innovative practices. Ms. Smith works with many teachers and administrators through professional development opportunities on current educational trends and practices. This includes proper use of data applied to student learning.

Last Name: Sny

First Name: Christopher

Dr. Christopher Sny is a tenured associate professor and faculty member in the School of Education at University of Maryland – Bowie where he serves as Unit Coordinator and Supervisor of the Graduate Internship Program in Administration and Supervision and Assistant Director for Community Education. His current professional interests are focused on educational leadership for technology policy development. He was formerly an Educational Policy Fellow at the Institute for Educational Leadership, Washington, D.C. and has made numerous presentations for professional organizations on policy development including the American Forum on International Education, The Association for Supervision and Curriculum Development and The National Academy for School Executives. Dr. Sny has also served as an assessor and examination item developer for the Educational Testing Service of Princeton, NJ, "School Leaders Licensure Assessment" examination and recently participated as an invited presenter and discussant at the Oxford Roundtable, Oxford University, U.K.

Last Name: Spadaccini

First Name: Becky

Becky Spadaccini's teaching career started in 1981. She was selected as a grade level chairperson for her team and eventually became Committee Chair. Additionally, she coached Odyssey of the Mind (OotM), the school mathematics team, served on/chaired the Social Committee, became the Science Fair Committee Chairman, oversaw hiring for Summer School, and eventually took over discipline for students in the intermediate grades. In 1987, Ms. Spadaccini was named "Teacher of the Year" for her school. As an assistant principal, she facilitated the School Advisory Council, overseeing the building of a new school which included a computer lab, still a rarity at the time. Additionally, she served on the district scheduling committee, and became a mentor for new assistant principals. Eventually, Ms. Spadaccini became the principal of Jupiter Elementary School, a large, high poverty school on the "critical list" for writing. She led her staff through School Improvement, leading to implementation of "Success for All". After six years as principal, Ms. Spadaccini was selected as Director of Title I and Early Childhood. In her year and a half as director she started 15 Title I Prekindergarten classrooms, started a Title I Summer School for struggling students, and fused the Title I and School Improvement Plans into one to ensure efficiency and allow principals to work from one plan. In 2003 Ms. Spadaccini was asked to serve as Director of Elementary Programs, her current position.

Last Name: Stagles

First Name: Linda

Currently, Linda Stagles is responsible for the coordination of the \$6.7 million Dayton Public Schools Race to the Top grant as awarded by the State of Ohio. Previously Ms. Stagles oversaw the Office of Grants Development and Procurement Department for the Rochester City School District in upstate New York, whose function was the pre-award development and submission of all State and Federal grant proposals, both formula and competitively based. Additionally, the Office's mission included the

procurement of competitive corporate and foundation grants for program supplementation and expansion. District staff assistance in developing and submitting grant applications was also provided at the building and classroom levels. Ms. Stagles is a 35 year veteran educator. Her career began overseas in Guam in 1974 teaching middle school English Language Arts and Reading. Since then, she has held a variety of PreK–12 teaching and administrative positions, in English Language Arts and self-contained Special Education in rural, suburban, but mostly urban public school settings. Ms. Stagles has also served as an adjunct professor and guest lecturer at various colleges/universities and is a peer grant reviewer for the U.S. Department of Education. She holds a B.S. English degree, with Teacher Certification, from Nazareth College of Rochester where she often tutored students in research writing and resume preparation. Additionally, she holds a M.Ed. degree and certification in Administration from the University of Rochester.

Last Name: Stancell

First Name: Donna

Donna Stancell is a Professional Educator who has instructed K-12 students in public and private school settings for over 20 years. With Music Education as her major career subject, Ms. Stancell has conducted choirs in various educational and public venues, and has facilitated artists in vocal coaching, performance etiquette/protocol, vocal recording methods, and music theory. As a composer Ms. Stancell has written and/or arranged compositions in varying music genres for individuals, choral groups and bands; she has developed several arts in education programs, helping many children and youth gain hands-on experience in learning and personal expression through the Arts. In the area of grants in education, she has developed, implemented, and administrated grants for educational programs and projects, and has personally received grants in Arts in Education for various children's/youth music recording projects and an arts integration summer program. In 2011-12 Ms. Stancell facilitated and received a Grammy Foundation Signature Schools Grant for the Music Department of her current school. She has served as an Assessor for the National Board of Professional Teaching Standards (NBPTS), and recently as a Peer Grant Reviewer in the area of Arts in Education for the US Department of Education.

Last Name: Strayhorn

First Name: Dale

Ms. Dale E. Strayhorn.

Before retiring in December 31, 2012, Dale E. Strayhorn was a School Administrator in the Division of Education for the North Carolina Department of Public Safety. Ms. Strayhorn oversaw education programs for six youth development sites to provide traditional educational programs and General Education Development (GED) to adjudicated youth. She developed a method to analyze student data to measure student progress for at-risk students. During the 2011 and 2012 school year, Ms. Strayhorn participated in the "Distinguished Leadership in Practice Cohort." Previously, Ms. Strayhorn worked as Title I Director monitoring district budget and implementing all programs related to the compensatory education program for all K-5 schools in the district. As Title I Director, she spearheaded the restructuring of all Title I schools in the district under the No Child Left Behind law by providing student achievement data, organizing committees and facilitating and working with Central Office staff to implement the restructuring.

Last Name: Strickland

First Name: Vernestine

Vernestine Strickland is a Middle School Reading/English Language Arts Educator in the Prince George's County Public Schools located in the Washington, DC suburbs of Maryland. This is Ms. Strickland's 18th year as an educator and her 12th year as an employee within the Prince George's County where she is classified as a Senior Teacher. Ms. Strickland has served as a Team Leader in her school, Job Alike Coach, National Junior Honor Society Advisor, served on the Textbook Adoption

Committee and as a curriculum writer for the Reading/English Language Arts Team. As a classroom teacher, Ms. Strickland is responsible for implementing instruction, conferencing, planning lessons and maintaining accurate records for students in Honors, general education, Co-taught, and ESOL classes. On a weekly basis, she assists in collaborative planning of effective lessons and reads and analyzes supplemental reading selections for students. She has also had the opportunity to be a grant reviewer for the Capital Compassion Fund. Recently, Ms. Strickland implemented a Pilot Program known as School within a School, a program launched to minimize the number of young persons on out of school suspensions.

Last Name: Sweeney

First Name: Jim

Peer Reviewer has not submitted biography as of December 4, 2013.

Last Name: Tardaewether

First Name: Virginia

Virginia has worked in 34 different states on staff development, especial regarding at risk youth, prison populations and family education. Currently, she works with a natural resource and scientific community completing citizen science, habitat restoration and field research with local scientists at Oregon State Marine Science Center. Her work is primarily targeted at 14 to 24 years old, rural, poor, at risk youth-pregnant and parenting teens, foster children, homeless youth, juvenile system youth and youth on IEP's. She has worked as a peer reviewer and completed program reviews for over 20 years for the state of Oregon, US Department of Education and Department of Labor.

Last Name: Taylor-Thornton

First Name: Dawna

Dawna Taylor-Thornton currently serves in the capacity of Director for the Commonwealth Connections Academy Philadelphia and Harrisburg's Blended Learning Programs. Prior to joining Connections Learning in 2011, she worked in k-12 education as a Blended Learning Head of School. She has been an educator for 20 years and has served in the capacities of Academic Dean of Students, Assistant Principal, and Principal for students in Grades K-12. She has also served as an administrator of charter schools in Florida, Georgia, and in the State of Delaware. Dawna is a graduate of Florida A&M University in Tallahassee, Florida, where she majored in Elementary Education, and Jones International University of Colorado, where she received her Master's Degree in Educational Leadership, Supervision, & Administration. She is a current SACS CASI Advanc-ED Quality Assurance Review Team Member and has served on several accreditation visitation teams throughout the State of Florida. Dawna is an active member of the Florida Association of School Administrators, National Association of Elementary School Principals, and the Association for Supervision and Curriculum Development (ASCD) and The International Association for K-12 Online Learning (INACOL). She has also served as a Peer Reviewer for Federal Grants, including the Invest in Innovation (i3) Development Grant, Charter School Start-Up and Implementation Grant.

Last Name: Teasley

First Name: William

William Teasley developed Lockheed Martin education and training programs to support the company's products. While working at Bridges Corporation he focused on the workforce development and redevelopment of disadvantaged communities. William developed a focus on educational innovation,

technology and planning/strategy at local, district, and state levels while at Market Street and Atlanta Education Fund.

Last Name: Toliver

First Name: Evelyn

Name: Evelyn Toliver is currently employed with the Los Angeles County Office of Education as an Early Care and Education/Transition Services Project Director. With over 20 years' experience in the field of education she provides a broad range of knowledge in the fields of early care and education, alternative education, juvenile court schools, and special education. She provides support to three divisions in the Los Angeles County Office of Education and 10 districts in the County of Los Angeles. Her educational background includes undergraduate and graduate work at the University of North Carolina (UNC) at Chapel Hill.

Last Name: Veto

First Name: Christine

Christine Veto has experience in instructional leadership including: curriculum, instruction, and assessment; evaluating and working with teachers on aligning instruction with standards and curriculum; analyzing growth model and assessment data in order to develop school improvement plans, identify student achievement gaps, and evaluate program effectiveness; designing a working school model for Response to Intervention; and creating programs to address the needs of at-risk populations. Christine supervises English as a Second Language, Special Education, At-Risk, and Response to Intervention programs. She works with teachers on their instruction and content standards to make accommodations for students receiving educational services or those who struggle in academics. She has also mentored teachers working on their principal's licensure to help them obtain their hours and exposing them to legal and ethical issues in regards to students, teachers, parents, community, district, and state actions. Christine has an M.A. in the Diverse Learner, a teaching certification in English as a Second Language, an Ed.D. in Educational Leadership, and, most recently, an Ed.S in Curriculum, Instruction, and Professional Development.

Last Name: Walker

First Name: Anna

For the past ten years, Anna Walker has taken on various roles as an educator; classroom teacher, Positive Behavior Team Leader (PBIS), Literacy Coach, Reading Recovery teacher, teacher representative for the Evaluation Committee, and U.S. DOED Teacher Ambassador Fellow. These roles have led to opportunities in leadership and education reform; attending and hosting RESPECT Discussions and reviewing applications for the 2013 Teacher Ambassador Fellowship. As a Teacher Ambassador Fellow, Anna helped to create the New England Teacher Leadership Initiative. This group supported New England educators to find their voice in education policy. Anna has transitioned from a classroom teacher to a Literacy Coach. This transition has enabled her to support and educate teachers to better the profession at an individual and district level. Anna work has focused on the creation of the district's evaluation tool and is currently developing a Literacy Coach evaluation. Anna's knowledge and research has helped her school district restructure its literacy expectations and align them with the Common Core State Standards. Her teaching experience ranges from K-5 Title I Reading and Math, 3rd grade, Kindergarten and Literacy Coach. She coaches teachers in classroom management and behavior plans as the team leader for PBIS. Anna received her Bachelor's in Elementary Education from Saint Joseph's College and her Master's in Curriculum and Instruction with a Specialization in Literacy from Lesley University. She completed a course and various trainings in PBIS. In 2012/2013, Anna completed Reading Recovery Training I/II to be a Reading Recovery Teacher.

Last Name: Walters

First Name: Nancy

Dr. Nancy Walters is a program manager for the Minnesota Office of Higher Education, a position she has held since 1985. Her major responsibilities have included management of the state program for recruitment and retention of persons of color into nursing; the federal higher education Improving Teacher Quality Program, the federal College Access Challenge Grant Program, the state Intervention for College Attendance Program, the state Postsecondary Community Service Program and the federal Learn and Serve America grants from the Corporation for National Service. In addition, she has served as an Adjunct Assistant Professor for graduate programs at St. Mary's University-Minneapolis Campus and Walden University. Dr. Walters has taught science and human relations for a historically black college, a community college and a liberal arts institution.

Last Name: Watts

First Name: Diantha

Diantha B. Watts currently serves as the Director of Field Experiences with SUNY Geneseo's Ella Cline School of Education. Dr. Watts works closely with pre-service teachers, school officials, and mentor teachers to support teacher candidates. Previously, she served as an Assistant Principal with the Rochester City School District, in Rochester, New York for seven years. She also taught at the Elementary School level for eight years with the Rochester City School District. Dr. Watts is a graduate of Rochester City Schools. She graduated from Colgate University in 1990 with a Bachelor of Sciences degree in Psychology in 1990. She earned a Master of Sciences degree in Elementary Education in 1994 from State University of New York, College at Brockport. Dr. Watts completed a second Master of Arts degree in Educational Administration at St. John Fisher College in 2001. She began doctoral studies at St. John Fisher College in 2006 in the Ed. D. Program in Executive Leadership. She pursued her research in cultural competence under the direction of Dr. Steven K. Million and Dr. Julius Gregg Adams, and received an Ed. D. degree in 2008.

Last Name: Webster-Smith

First Name: Angela

Dr. Angela Webster-Smith completed her Doctor of Philosophy degree in Educational Psychology and Research from The University of Memphis. She is a PreK-12 licensed school administrator through the Tennessee Department of Education. While in K-12 education, she served as a founding principal for two independent schools and a consultant on public charter school design. For many years, she was also an administrator in higher education. In addition, she has been a faculty member in the U.S. and abroad. Now as an Associate Professor of Leadership Studies at the University of Central Arkansas, she teaches and explores inclusiveness, social justice, diversity, and self-reflection in school leadership, in teaching and learning, and in individual success. Dr. Webster-Smith speaks internationally and has authored newsletters, journal articles, book chapters, and books. Dr. Webster-Smith serves on the board of trustees of a charter school, is a life coach, and an executive coach with public school principals. She is active on the campus of the University of Central Arkansas, in the National Council of Professors of Educational Administration, and the Association of Teacher Educators.

Last Name: Welch

First Name: Katherine

Katherine Welch attended the Residential Honors College at University of Michigan where she completed a double major/minor. While raising 5 children Katherine completed Kentucky's requirements for middle school certification and secured a teaching position, dedicating herself to working with at-risk students. Katherine then opted to complete Kentucky's Alternative Certification Advancement Portfolio and

decided to focus on improving literacy for at-risk students and reducing school dropout. She successfully pursued National Board Certification and moved to an urban district, where she could work with at-risk students. Recently, she made the move to leadership where she is now charged with monitoring instructional rigor and student progress to ensure compliance NCLB and state requirements. Katherine designs and supervises the implementation of instructional programs and analyzes their effectiveness. She also writes grant proposals, administers grant awards, and routinely authors district and state reports on her school's progress.

Last Name: Wellman

First Name: Bruce

Bruce Wellman completed a B.S. degree in General Science and an M.S. degree in education from the University of Rochester (NY). His first teaching position was in rural Delaware where he worked at a public high school teaching chemistry. He then moved to California where he taught in Baldwin Park (Los Angeles County) in a high minority/low socio-economic urban context and started his high school's AP Chemistry program. He became interested in teaching overseas and went back to college part-time to complete additional training for overseas service while working as a Residence Director at Azusa Pacific University in Azusa, CA. He began working with a non-governmental organization that focused on development work in Africa. In 1999 he moved to France to study French in order to teach in a public school system in French-speaking Africa. He worked overseas for approximately four years and then moved back to the U.S. where he resumed teaching in American public schools. He has been teaching chemistry in Kansas since 2004 and currently serve as the Department Chairperson and Program Facilitator for the Aerospace & Engineering Program at Olathe Northwest High School in Olathe, KS.

Last Name: Woodard

First Name: Geneva

Dr. Geneva Knowles Woodard began her career in education in Miami-Dade Public Schools (MDCPS), Miami, Fla. as a Business Education and Language Arts teacher in 1965. Dr. Woodard received a B.S. Degree from Florida A&M University; a M.S. Degree from Barry University; and Specialist and Doctorate Degrees from the University of Florida. In 1989, Dr. Woodard became the principal of Thomas Jefferson Middle School (TJ) in Miami. Under her leadership the school charted a new course and was honored by receiving the "District Merit School of Excellence" Award, named "Red Carpet School" by the State of Florida and recognized nationally by the U.S. Department of Education and President Bill Clinton as a "Blue Ribbon School." As District Director in the Office of Instructional Leadership, Dr. Woodard provided curriculum and instructional leadership for the Division of Social Sciences/Special Programs. . During the 2001-2001 school year, Dr. Woodard was appointed to the position of Administrative Director for the new Office of School Reform and was charged with the task of establishing career academies in the senior high Schools and continuing the reform work already initiated. She brought several innovative curriculum initiatives to the 53 schools within the Regional Center, including professional learning communities and extended professional development. Dr. Woodard served as Assistant Superintendent and Associate Superintendent for School Improvement from 2005-2008.

Last Name: Wright

First Name: Anthony

Dr. Anthony Wright serves as the State Title I Program Compliance Manager for the NJ Department of Education; as well as an adjunct professor for Central Michigan University, Wilmington University, and Lincoln University (PA). Dr. Wright has previously held adjunct faculty positions at Mercer County Community College, and Burlington County College, respectively. Dr. Wright received Bachelor of

Science Degrees in Management and Marketing from North Carolina A&T State University, Greensboro, North Carolina. He obtained a Master of Education (Elementary Education) and Master of Science in Administration (Human Resources) degrees from Lincoln University of Pennsylvania. Additionally, he earned his Doctor of Education Degree (Innovation and Leadership) from Wilmington University, New Castle, Delaware.